Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

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Looking to Research

Orientation vers la recherche

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CHEA Affairs

Focus On: Looking to Research

General Section

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Research Section

Published quarterly
Canadian Home Economics Association

Association Canadienne d'Economie Familiale

Mastering The Brave New World
A la conquête du meilleur des mondes

CHEA Conference '84 Ottawa July 5–8

Come to Canada's capital to:
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For information, write:
Mrs. Gisèle Aucoin
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Conférence '84 de l'ACEF Ottawa 5 au 8 juillet

Vous êtes invité dans la capitale canadienne à:
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- rencontrer vos collègues et amis,
- découvrir les beautés de notre capitale nationale en été,
- profiter des multiples activités culturelles et récréatives offertes à Ottawa au mois de juillet.

Planifiez dès maintenant, pour le mois de juillet 1984, votre itinéraire de vacances et venez séjourner dans le nouvel hotel Westin, lieu de la conférence, situé en plein coeur du Centre Rideau.

Pour plus d'information, écrire à:
Mme Gisèle Aucoin
6234, cour St-Albans
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Canadian Home Economics Association Conference Ottawa July 5-8, 1984
Congrès de l'Association canadienne d'économie familiale Ottawa juillet 5-8, 1984

CHEA Conference '83: A Challenge to Plan Ahead

If you weren't there, you missed an important happening!

La conférence ACEF (CHEA) a donné un point de vue multidisciplinaire sur les ressources familiales et sur une décennie de changements encourageants dans l'économie, les structures sociales et la technologie. La conférence a mis l'accent sur notre diversité et nos similarités, nous a donné l'occasion de communiquer en français et en anglais et nous a montré notre participation croissante dans les programmes de développement international. Les membres ont donné priorité aux problèmes sociaux et professionnels et se sont engagés personnellement à travailler pour le changement. Les décisions prises au meeting annuel ont été un changement de structure pour ACEF et une augmentation de la cotisation annuelle. L'organisation de la conférence a été excellente et le comité de planning du Nouveau Brunswick mérite nos meilleurs remerciements.

The swirl of bagpipes and pagentry of a parade of flags opened the 1983 Conference — **Family Resources: Looking Back to Plan Ahead**. The Conference Committee based in New Brunswick, headed by **Ann Lowe** deserves a warm round of applause for a well-run, unique conference that highlighted the similarities and the differences of those within the home economics profession.

To the **349 participants**, the conference was memorable in many ways. It was CHEA's first conference with bilingual sessions. Simultaneous translation for the plenary sessions and some of the workshops allowed members whose preferred language is French an opportunity to participate in the French language. The program reminded us of our mutual concern with the well-being of people and families of all nations.

The conference was everything a conference should be. Who will forget the many activities that catered to our social and physical needs!

- the exhilarating early-bird jog through historic Saint John and the many opportunities to touch base with our historic heritage.
- the limbo led by an exuberant international student to the pulsating rhythm of a steel band.
- the anticipation of who would win the next draw.
- the pounds gained eating lobster and salmon, or
- the pride felt as we honored **Betty Mullen** and our award winners.

But the conference of a professional association must be more than a time to socialize — it must provide new knowledge and insights that challenge and inspire us both individually and collectively to greater achievement. And the program, planned under the leadership of **Nancy Cook**, did exactly this. It provided us with a look at the '80s as a period of transition. In the plenary sessions,

- **Ben Schlesinger** provided us with an appreciation of the ingredients for a lasting family, and he reminded us that we must understand the influence of shifting patterns of family formation and of changes in the demographic structure of society before we look for solutions to family problems.
- **Marie-Josée Drouin** noted that we are living in a decade of trade offs. She left us with uneasy concerns about the impact of economic growth, of cycles of inflation, and of structural changes in the marketplace on the well-being of families. She emphasized the 80s as a decade that will be very painful for some, yet, at the same time offer tremendous opportunities for others.
- In the Issues Forum, **Nola Seymoar** gave advice on how to effect social change, provided a list of key ingredients for successful political action, led us to develop and priorize a list of issues, and obtained personal commitments from members to help with the search for solutions to social and professional issues.

The concurrent workshops in Family Resources brought us together in small interdisciplinary groups where we were challenged to look at a variety of factors that influence us as individuals and professionals. The scope of the workshops was as diverse as the professional practice of home economists. For example, we were led to experience the trauma of a family with a drug dependent member, to delve into Canadian family law, to look at divorce as constructive criticism, to understand the conflicts evoked in changing gender roles, and to become familiar with the changing physical and social needs of the elderly and of the very young. For other sessions, field trips provided a chance for first-hand observations of a housing initiative as a part of the revitalization of a city centre and demonstrations of food service systems.

Through attendance at the preconference workshops and the subject matter, professional, and research sessions we shared knowledge and provided direction to CHEA committees. These sessions revealed the membership as a group of competent, committed, and caring people with concern not only for the welfare of Canadians but with increasing concern for the welfare of peoples in other countries.

In the annual meeting, we were faced with difficult decisions —an increase in annual dues, a vote on the restructuring of the organization, a vote on a position paper about an issue close to the core of home economics. We applauded our executive and encouraged their long-range planning initiatives and their willingness to provide leadership for political action on social and professional issues.

The last plenary session gave us a look at our president-elect, **Liz Dowdeswell**, in action. She summarized highlights of the conference and shared the personal list of hopes for the nature and future of the profession that she had evolved from participation in the conference. She emphasized the need for new perspectives in dealing with old problems, for tolerance of the diversity required to meet the needs of our sub-groups, for willingness to acknowledge and use uncertainties as basis for experimentation, for flexibility to change positions when necessary, and to use the power of networks to achieve goals. Her final comment: "we have a powerful potential to make a difference."

In closing the conference, our president, **Margaret Wallace** urged us to become committed to action by working for solutions to the issues facing the home economics profession.

The flags were retired, the conference was over and we left with renewed commitment to CHEA, a better understanding of the issues that will challenge professional practice in the year ahead, and with plans to meet on July 5-8, 1984 in Ottawa to consider "1984: Mastering the Brave New World." ●

The Canadian Home Economics Association announces the following awards available to outstanding home economics students, for the 1984-1985 academic year. Applicants must be members of CHEA.

Previous CHEA scholarship winners are eligible to apply for 1984 awards provided they continue to be enrolled in full-time study.

The Mary A. Clarke Memorial Scholarship
$3,000

This scholarship was established as a tribute to Mary Clarke, a valued member of the Canadian Home Economics Association, and President from 1952-1954.

For a graduate in Home Economics who is a Canadian citizen or a landed immigrant and who is undertaking graduate study proceeding to a higher degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of Home Economics, and financial considerations.

Canadian Home Economics Association Scholarship Fund Award

The Silver Jubilee Scholarship
$3,000

The Silver Jubilee Scholarship was established to commemorate the twenty-fifth anniversary of the founding of the Canadian Home Economics Association.

For a graduate in Home Economics who is a Canadian citizen or a landed immigrant and who is undertaking graduate study proceeding to a higher academic degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of home economics, and financial considerations.

Canadian Home Economics Association Scholarship Fund Award

Carnation Company Incentive Award
$750

For a graduate in Home Economics, who is a Canadian citizen or a landed immigrant and is undertaking graduate study proceeding to a higher degree. Special consideration will be given to a student undertaking post graduate study in foods. The award will be made on the basis of academic achievement, personal qualities, financial need and an intended career in the food industry.

Presented by the Carnation Company Limited

The Ruth Binnie Scholarship
2 awards — $3,000 each

This scholarship was established through the generosity of the late Ruth Binnie, Halifax, to promote the quality of Home Economics education in Canada.

For a graduate in Home Economics or Home Economics Education, holder of a professional teaching certificate, who is a Canadian citizen or a landed immigrant. First consideration will be given to applicants proceeding towards a Masters in Education on a full-time basis. Second consideration will go to part-time students and scholarship monies will be prorated. Third consideration will go to PhD applicants planning to return to University teaching in Home Economics Education. The candidate must have a high commitment to the teaching profession, and Home Economics education. The award will be based on scholarship, personal qualities, contributions toward Home Economics education in junior or senior high school and potential in the education field.

Canadian Home Economics Association Ruth Binnie Scholarship Fund Award

The Robin Hood Multifoods Limited Award
$1,000

For a graduate in Home Economics who is a Canadian citizen or a landed immigrant and is undertaking graduate study leading to an advanced degree. The award will be based on academic achievement, personal qualities, past and/or potential contribution to the Home Economics profession. Preference will be given to the person planning a career in business, in the consumer service (foods) field or food service management.

Presented by Robin Hood Multifoods Limited

Application forms available from:

Chairman, Awards Selection Committee
Canadian Home Economics Association
151 Slater Street, Suite 805
Ottawa, Ontario
K1P 5H3

To be eligible, completed applications must be postmarked no later than January 15, 1984

Awards 1984

The Canadian Home Economics Association

1983 CHEA Award Winners

Marian Campbell
Mary A. Clark Memorial Scholarship

Nancy Copeland
Silver Jubilee Scholarship

Barbara Jean Clements

Linda-Marie Martin-Pringle

Ruth Binnie Scholarships

Anne MacCleave-Frazier

Donna MacDonald
Carnation Incentive Award

Melanie Dickson
Robin Hood Award

Mary A. Clark Memorial Scholarship

Marian Lois Campbell has been on the Faculty of Home Economics/Human Ecology, University of Manitoba, as a lecturer and subsequently as a professor in the Department of Foods and Nutrition. She will be beginning leave of absence to complete her PhD at Cornell University with a major in Human Nutrition, with Community Nutrition emphasis, with minors in Family Studies and International Nutrition. The role of the family as a micro-environment influencing the child's habits will be the focus of her research. Marian obtained her BSc (HEc) from the University of Saskatchewan and her MSc from the University of Manitoba. She is currently a member of CHEA, CDA, the Manitoba Association of Registered Dietetians, and the Manitoba Home Economics Association.

Silver Jubilee Scholarship

Nancy Cecilia Copeland has been a teaching assistant at the University of Manitoba, since graduating in 1982 with a Bachelor of Human Ecology (Family Studies) with distinction. She will be entering the Master of Science program (Family Studies) at the University of Manitoba, intending to do research concerning the resettlement of Southeast Asian refugees in Canada. Specific factors that will be studied include variables which facilitate the achievement of economic independence and differences resulting from either government or private sponsorship. She is currently involved at the provincial and national level in professional associations and is chairman of the Board of Directors of Lynwood Child Centre Incorporated.

Robin Hood Multifoods Limited Award

Melanie Mary Dickson is currently a full-time student enrolled in St. Mary's University, Halifax, Nova Scotia, seeking a Masters of Business Administration degree. Her experience includes several positions with the Canadian Armed Forces as Director of Dietetics at the Canadian Forces Hospital in Halifax, and as Base Food Services Officer at CFB Shearwater. She is a graduate of the University of Alberta and subsequently has obtained her dietetic internship. She will be pursuing her special interest in operations management as it applies to administrative dietetics and the food services industry. She has been a member of CHEA, CDA and the New Brunswick Dietetic Association.

Ruth Binnie Scholarships

Barbara Jean Clements has held numerous positions in the field of home economics. Most recently she co-authored the book entitled *Home Planning and Design*, Third Edition. She has been a home economics teacher and department head, as well as an extension home economist. She is a graduate of the College of Home Economics, University of Saskatchewan and the Ontario College of Education. She will be pursuing her Masters degree in the Faculty of Education at the University of Windsor. Her major is Curriculum and Instruction, and she is interested in pursuing research in the area of computer-assisted instruction in home economics/family studies.

Anne MacCleave Frazier is completing her PhD at Pennsylvania State University. She received an MA in Home Economics Education from Mount Saint Vincent University in 1980 and a BScHE from Acadia University in 1966. Her research involves the examination of clothing instructors' learning styles in relation to expressed preferences for Brown and Paolucci's systems of action. Anne taught home economics in Nova Scotia, Ontario and New Brunswick. She is currently on leave of absence from the Kings County Amalgamated School Board in Kentville, Nova Scotia. Anne also received a Binnie Scholarship in 1981.

Linda-Marie Martin-Pringle is a secondary school teacher in Oakville, Ontario. She is presently enrolled in a Masters of Education program at Brock University and has been awarded a Ruth Binnie Scholarship for Part-Time Study. Her proposed program of research is in the major fields of Curriculum Studies with application to the area of family studies. Her project work will investigate and analyse the curriculum design series in contemporary educational practice for family studies on a comparative basis. Linda-Marie is a graduate of Ryerson Polytechnical Institute with a degree in Family Studies, and also a graduate of the Faculty of Education, University of Toronto. She has received her certification in Business Education and is presently seeking certification in Special Education.

Carnation Company Incentive Award

Donna Joan MacDonald is enrolled in a Master of Health Science program in Community Nutrition at the University of Toronto. Donna was the creator of Ryerson's Nutrition Information Service, an activity for which she won the Elizabeth Chant Robertson Award for Nutrition Education. Donna's philosophical position in nutrition is consistent with the holistic approach of home economics.

1983 CHEA Honor Award

Elizabeth Mullen

The CHEA Honor Award is presented by the Association to a member in recognition of outstanding leadership and service to the Association and/or profession.

Betty Mullen is a graduate from the University of Alberta. She interned in dietetics at the University Hospital in Edmonton and later worked as therapeutic dietitian in Alberta, Saskatchewan, and Chicago, and was Dietary Director at the Misericordia Hospital in Edmonton. However, Betty is known to us for her outstanding contributions to home economics as a volunteer. A devoted, active member for many years, Betty's work for CHEA has included holding the offices of secretary, nominating chairman, provincial director (2 terms), journal committee chairman (2 terms) and co-editor of the *CHE Journal* (6 years). As a member of the Board of Directors, her leadership, integrity, efficiency and commitment have been well demonstrated.

In each position, Betty has displayed unprecedented dedication to the tasks at hand and to the Association. A major contribution to the profession has been her impact and influence on the *CHE Journal*. As co-editor for the past six years, she has directed its growth and development to the excellent professional publication it is today.

Betty has also been active in local and provincial home economics and dietetic associations, church and community groups. She instigated and chaired a joint committee of dietitians from Edmonton hospitals to write the first edition of the *Edmonton Hospital Diet Therapy Manual* and was one of six home economists to write *Family Meal Planning* (a low-cost cookbook, nutrition and meal-planning guide) for the Family Service Association of Edmonton.

Among other honors Betty has received is the Alberta Home Economics Fellow Award and a Life Membership in the YWCA of Edmonton.

We are delighted to bestow upon Betty our most cherished honor.

The award was presented by May Maskow, CHEA Awards Chairman, at the CHEA Awards Luncheon in Saint John, New Brunswick, July 13.

Editorial Farewell

It is six years since a committee based in Edmonton accepted responsibility for the production of the *Canadian Home Economics Journal*. As the Fall 1983 issue rolls off the press, the new committee in Winnipeg is well underway in their planning for the Winter 1984 issue — their first responsibility.

Since the first issue in 1950, the *CHEJ* has continued to grow and serve the members of CHEA through the efforts of many people. While based in Edmonton, those responsible were: **editors**, Dr. Edith Down, Dr. Verna Lefebvre, Jean Wilson; **research editors**, Dr. Anne Kernaleguen, Dr. Tom Abernathy, Dr. Dianne Kieren; **book review editors**, Nancy Craig and Iva Braham; **feature editors**, Pat Mascaluk Cooper, Jean Wilson, Norma Jean Kirkby; and **business manager** Joan Kucharski and Doris Neufeld. Dianne Kieren will be continuing as Research Editor. On behalf of the association I extend sincere appreciation for their contributions.

Producing the *CHEJ* has had its frustrations and its rewards. It was **disappointing** not to receive material expected and counted on; to receive articles requiring extensive editing; to receive so few research articles; to find typesetting and paste-up errors missed in proofreading; to cope with increased printing costs; to acheive limited increase in advertising and subscription revenue; to be refused a SSHRC grant for aid with publication costs; and to be refused Second Class mailing rates. It was **rewarding** to work with fine authors and contributors, generous with their time and talent; to have the help and support of National Office staff and executive and board members; to receive constructive, critical analysis and suggestions from our advisors — Dr. Margaret Arcus, Dr. Marilyn McDowell and Mrs. Phyllis Meiklejohn; to be accepted for indexing in several indexing services; to receive a SSHRC grant for a cummulative index; to receive returns on the readership and authors' surveys; to see each issue in final print and to know our members approve and find the *Canadian Home Economics Journal* a worthwhile and useful publication.

To the new committee chaired by Dr. Margaret Morton goes our very best wishes for a successful and satisfying experience.

Betty Mullen

Margaret Wallace

Looking at Research

In times of economic restraint, it appears almost inevitable that financial support for research is among the first item to be cut. Government bodies, industry, universities — all tend to react in this way when priorities have to be chosen.

It seems to me that we in the field of home economics not only lack support for research from outside but there are those within the field who withhold support as well. Do we lack confidence? Has our base of knowledge become too broad to enable us to focus on appropriate research areas? To date, most existing work is concentrated on the more concrete areas of food and nutrition, textiles, clothing and to a lesser extent, family relations and child development. But it is alarming, almost threatening, to realize that even those have been dealt with proportionately far more by those from other disciplines such as biochemistry, psychology and sociology. This is not to say that such disciplines don't also have legitimate claim, but surely there are unique strengths in home economics which should make it the natural if not the most important contender in certain areas.

Our purpose is "to promote the well being of the family;" in our goals, we state "to encourage research and the dissemination and use of research findings." Are we truly attempting to honor this? Certainly many problems of a family or social nature are now so complex and overlap so many disciplines that they require much courage and persistance to tackle. But such research is desperately needed. Some excellent studies do exist, but they must be continuous, ongoing, and relevant to the changing circumstances of our lives and society. If to produce these calls for a multidisciplinary approach, let us as home economists be among the first participants, if not the instigators.

Home economics is often part of other departments in government and business as well as in academic circles and only eligible for a corresponding share of available research funding. So we have to fight harder and justify our claims more effectively. Competency in research skills and abilities, dedication to and conviction in the value of our profession — these we have, so let others know we have them through more concerted initiative to become involved in research areas. We must create the opportunities, see that they are provided, motivate and encourage as strongly as we can.

The applied nature of home economics may in part mitigate against research being one of the priority areas we think of but this has to change. Research is a vital factor for the ongoing development and advancement of our profession. To maintain credibility as a field based on scientific principles, we must become more visible. Graduate students must be encouraged in greater numbers, opportunities to work with professional colleagues sought out, skills honed and perfected. We need insight and initiative to recognize research needs, courage and persistance to obtain financial backing, co-operation, help and understanding from all concerned. We cannot afford to "look at research" — we must be part of it. ●

Un Regard Sur La Recherche

A une époque de restrictions économiques, il semble presque inévitable que l'aide financiaire accordée à la recherche soit un des premiers secteurs menacés. Les organismes gouvernementaux l'industrie, les universités — tous tendent à réagir dans ce sens lorsqu'il s'agit de choisir des priorités.

Il semble que dans le domaine de l'économie familiale, non seulement nous manquons d'aide extérieure pour la recherche, mais nous sommes également privés d'aide de l'intérieur. Est-ce la confiance qui nous fait défaut? Le champs de nos connaissances serait-il devenu si vaste qu'il nous soit impossible de nous concentrer sur les aspects appropriés devant faire l'objet de la recherche? Jusqu'à maintenant, la majeure partie des travaux de recherches ont porté principalement sur des domaines plus concrets, tels que ceux des aliments et de la nutrition, des textiles, du vêtement et, à un degré moindre, sur les relations familiales et le développement de l'enfant. Il est toutefois alarmant, même menaçant, de constater que ces travaux de recherche ont préoccupé proportionnellement beaucoup plus les autres disciplines telles que la biochimie, la psychologie et la sociologie. Cela ne veut pas dire que ces professions n'aient pas aussi droit au chapitre, mais il y a sûrement des expertises uniques au sein de la profession d'économie familiale dignes de conférer à notre profession, le statut de prétendant naturel, sinon celui de prétendant le plus important à certains champs d'action.

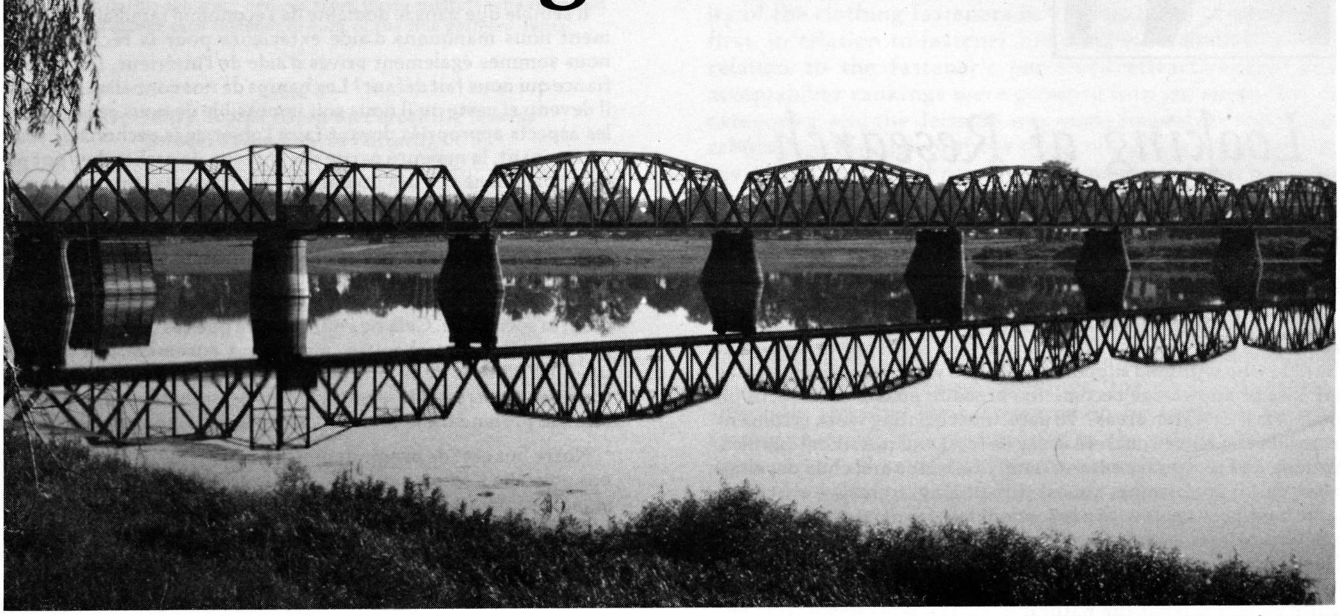
Notre but est "de promouvoir le mieux être de la famille"; l'un de nos objectifs s'énonce en partie: ". . . pour encourager la recherche et la dissémination des découvertes de la recherche" . . . pourtant essayons-nous vraiment de faire cela? Bien entendu, plusieurs problèmes de nature familiale ou sociale sont maintenant si complexes et chevauchent tant de disciplines, qu'ils exigent beaucoup de courage et de persévérance pour s'y attaquer. Mais on a un besoin pressant d'une telle recherche. D'excellentes études existent, mais elles doivent être poursuivies de façon continue, en rapport avec l'évolution de nos vies et de notre société. Soyons donc, en tant qu'économistes familiales, les premières participantes, sinon les instigatrices de cette approche multidisciplinaire.

L'économie familiale fait souvent partie d'autres services au sein des ministères gouvernementaux, dans le monde des affaires aussi bien que dans les milieux académiques, et ainsi n'est éligible qu'à une partie correspondante des fonds disponibles pour la recherche. Ainsi devons nous faire valoir notre point de vue plus vigoureusement et justifier nos demandes plus efficacement. Nous possédons la compétence voulue pour la recherche, le dévouement et la conviction de la valeur de notre profession; alors, faisons nous connaître sous cet aspect, en concertant nos efforts, pour s'impliquer dans la recherche. Nous devons créer les occasions, voir à ce qu'elles nous soient fournies; nous devons nous motiver et nous encourager mutuellement aussi fermement que possible.

La nature même de l'économie familiale peut en partie nous prédisposer défavorablement envers la recherche en tant qu'activité prioritaire parmi tant d'autres, mais ceci doit changer. La recherche est un facteur vital pour le développement soutenu et l'avancement de notre profession. Afin de maintenir notre crédibilité en tant que discipline fondée sur des principes scientifiques nous devons devenir plus visibles. Les diplômés doivent être encouragés en plus grand nombre, les possibilités de travailler avec des collègues professionnels doivent être recherchées et nos connaissances doivent être repolies et perfectionnées. Nous avons besoin de perspicacité et d'initiative afin de pouvoir reconnaître les besoins en matière de recherche; il nous faut du courage et de la persistance afin d'obtenir le support financier nécessaire ainsi que la coopération et la compréhension de tous les intéressés. Il ne suffit pas simplement "de jeter un regard sur la recherche" — nous devons y participer. ●

Focus On:

Looking to Research



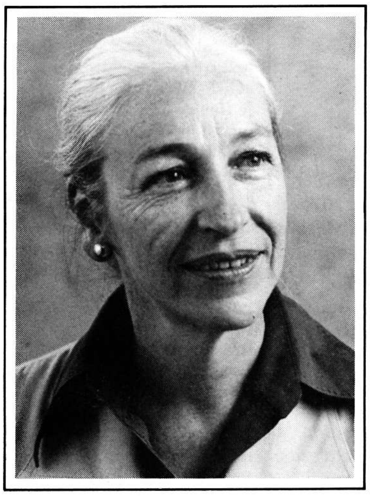
Once considered a purely ivory tower activity,
research is now recognized as a necessary prerequisite
to social and economic development, indeed to the quality of life.

Marion Vaisey-Genser

Canadian Home Economics Journal, Fall 1983

Bringing Research into Focus

Marion Vaisey-Genser
Guest Editor



The theme of this journal issue suggests that the home economics profession is strengthening its dedication to research. I hope this is so, for the time is ripe. The emphasis on research in Canada has never been as great as it is today. Once considered a purely ivory tower activity, research is now recognized as a necessary prerequisite to social and economic development, indeed to the quality of life. Home economics and other professions such as engineering, social work, and medicine, must build and maintain a strong commitment to research if we are to live up to society's expectations. At the same time we need to reflect on what we are undertaking. While research is creative, exciting and addictive, it is not a trivial pursuit. The current pressure to increase research output has created threats to quality that are of grave concern to the research community.

High on the agenda for concern is the extent to which social and economic policy should direct research activity. Embedded in this debate are questions about the desirable balance between basic and applied research and the constraints caused by contract as opposed to grant-supported research. Both boil down to who should call the tune, society or the researchers.

Research *per se* is generally recognized as original investigation undertaken on a systematic basis to increase the stock of existing knowledge (Blume, 1974). While originality and a systematic approach are prerequisites for both basic and applied research, the latter is directed to a specific objective or application which is frequently defined by the funding agency. The hazard is that those who define the goals may have limited vision, if not purely vested interests. Basic research, on the other hand, is inquiry for the sake of knowledge and the onus is on the researcher to define its direction. Because each research area is self-monitory, the direction of basic research may not be as free as it sounds. Rather it may reflect the orthodoxy of the in-group of researchers.

Contractual research theoretically may be basic or applied. In reality it is more frequently the latter since the framing of a contract implies specific expectation. Of greatest concern in any contractual arrangement is the right of the researcher to publish. One of the primary controls on research quality is its exposure to review by accredited peers. The circumvention of refereed publication simply encourages the hazard of illegitimate research.

Any arrangement that discourages the scrutiny of primary data and free discussion of results among colleagues works against the pursuit of truth that epitomizes research. In a world where puffery in advertising is still tolerated, fraudulence in research remains abhorrent. Yet the competitive pressure of today's research environment can lead to "intellectual rashness, lack of rigor and occasionally even to academic fraud" (Pelikan, 1982). Recent instances of the willful adulteration of scholarly research have prompted both Yale and Harvard to call for renewed attention to the fact that honesty is the core of the research process. The safeguards suggested stress care in education, recruitment and research protocol.

One of the main drawbacks to research expansion is the limited supply of people qualified for the task. Certainly this is the case among home economists. Only 4% of the current members of the Canadian Home Economics Association are graduate students and almost all of these are confined to master's studies. We are a female profession and females have long been under-represented in graduate education which is the training ground for research. Even today current statistics from the University of Manitoba show that men out-number women two to one at the master's level and three to one in doctoral programs. As women take greater responsibility in society, this ratio will right itself. But home economists will only be represented if there is a strong commitment by both individuals and the profession. As a profession we have the twin responsibilities of service and leadership in the overall mission to improve the quality of life. Research is the basis for such practice. ●

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A Review of some Selected Studies on Factors which Relate to The Socialization of Women into Traditional Female Majority Professions which are Emerging

Eleanore L. Vaines

Abstract

The purposes of this review of literature are to present some statements selected from studies relevant to the socialization of women into traditional female professions which are emerging, to raise questions about what has been done and what needs to be done. The review represents a portion of what is available about "traditionals". These are defined as women who are in female majority faculties or occupations. Nursing, rehabilitation medicine, education, social work and home economics are examples. These fields are typified as female, being associated with the legendary role of women and women's work. They are also characterized as emerging fields because they tend to be young professions organized to meet some need in society and are evolving a base which can be intellectually and morally justified. The statements which have been synthesized inform the reader about findings in this area of interest and raise fundamental questions concerning what has been done and what needs to be done to gain a more comprehensive understanding of specifically, the professional socialization of home economists and generally, women and work.

Résumé

Les objectifs de cet examen de la littérature sont de présenter quelques passages choisis, tirés d'études concernant la socialisation des femmes dans des professions traditionnellement 'féminines', qui se détachent par les questions qu'ils soulèvent au sujet de ce qui a été réalisé et de ce qu'il reste à réaliser. Cet examen représente une partie de l'information dont on dispose au sujet des emplois "traditionnels". Ceux-ci sont définis comme: femmes qui sont dans des facultés ou des occupations en majorité féminine. Infirmières, rééducatrices, pédagogues, assistantes sociales et économistes familiales sont des exemples. Ces domaines sont typifiés comme 'féminins', étant associés avec le rôle légendaire des femmes et le travail des femmes. Ils sont aussi caractérisés comme domaines nouveaux vu qu'il s'agit en général de jeunes professions organisées pour répondre aux besoins de la société et qu'ils établissent une base pouvant se justifier intellectuellement et moralement. La synthèse des pasages choisis informe le lecteur des découvertes réalisées dans ce domaine et soulève des questions fondamentales au sujet de ce qui a été fait et de ce qu'il reste à faire pour atteindre une compréhension plus globale de la socialisation professionnelle des économistes familiales, d'une part, et, de l'autre, des femmes et du travail en général.

For a number of years scholars have been interested in studying women, women and family and women and work. These have been explored from an array of perspectives. Historians (Bacchi, 1983; Rosenberg, 1982), anthropologists (Caplan & Burjra, 1979), philosophers (Richard, 1982), psychologists (Perun & Bielby, 1981), sociologists (Eichler, 1977), economists (Kahn & Kohen, 1975), nurses (Cohen, 1981) and home economists (Vaines & Arcus, 1983) are a few of the fields represented in the search to better understand the lives of women. But in spite of the available literature, questions still remain.

For a long time, for example, analysis of women and family was locked into the approach developed by sociologists such as W.F. Ogburn and Talcott Parsons. They viewed the structure of the family and the nature of women's roles as directly related to the economy. In modern North America, the key variable was the industrial system. A basic premise was that as industrialization proceeded, families "lost their functions" and became smaller, more specialized, and more democratic. Over the years the impact of this argument was diminished by the accumulation of anomalous empirical evidence. The different approaches which came out of this key variable seemed to lead to the unfortunate assumption by many historians and social scientists that there was no basis for relating changes in family structure, sex roles and consciousness to changes in the economy. But from a cross-cultural point of view there is now abundant evidence that the economy, patterns of socialization, adult personality, and *consciousness* are closely linked in an interpretable system. What this system is and what it consists of has yet to be determined. But it is now being addressed so a more comprehensive picture can be realized.

This review is related to the broad area of women and work. Specifically the purposes of this article are to present some statements selected from studies relevant to the socialization of women into traditional female professions, to raise questions about what has been done and what needs to be done. Are the results of the studies done in the sixties and seventies still valid, for example? Do the findings represent a point in time or do they reflect phenomena which are timeless? Do the assumptions, samples and methodologies used need to be challenged? Are they the best ways of approaching the questions which need to be asked about women and work? These and other concerns need to be considered as ongoing questions. At this stage, it would appear that a healthy skepticism is in order.

Home economics is categorized as an emerging profession because it is one of the fields which is still in the process of developing basic understandings and conceptualizations about what home economics believes, studies and does related to what it was, is and should be. Nursing, education, social work and home economics are examples of fields which are relatively

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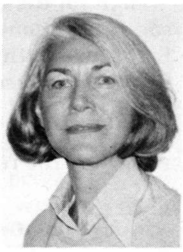

The author wishes to thank Wendy Bartholomew and Charles Scott for their assistance in compiling the information for this article.

young, organized to meet some need in society and are evolving a base which can be intellectually and morally justified.

Theory, Propositions and Statements

Professions develop and utilize theory because these are ways of reducing the complexity of human behavior to basic principles or laws which are then referred to as theoretical ideas. In turn, theoretical ideas are applicable in many situations and used to describe, explain and predict phenomena. Theory and practice are, therefore, intimately interrelated. Theory comes out of practice and practice instructs the ongoing development of theory.

Burr, Hill, Nye and Reiss, define theory "as a set of logically interrelated propositional statements which identify how variables are covariationally related to each other" (1979, p. 17). If sufficiently verified the propositions may be regarded as hierarchical, as scientific law and include a set of basic assumptions and axioms as the foundation.

For this review of literature a set of statements preliminary to the development of propositions has been organized. The statements have been drawn from selected studies conducted from the early 1960s through to the 1980s and are arranged to reflect the assumption that the socialization of home economists into the profession can be viewed as developmental. That is, that the process extends from the individual's initial contact with the profession to the development of a professional identity. It is postulated that there is a three stage *life cycle* of socialization: The pretraining or anticipatory socialization, pre-professional and post-professional stages. Professional socialization, therefore, "refers to the process by which neophytes are initiated into the norms and values governing professional and academic disciplines . . . by professional gatekeepers" (Sells, 1975, p. 1).

The Selection of the Literature

In the studies which were reviewed, the samples used were female and divided into two groups: The *traditionals* and the *non-traditionals* or *pioneers*. The *traditionals* were defined as women who were found in female majority faculties or occupations. The *non-traditionals* were women in faculties or careers where women composed less than 30% of the personnel.

The traditional faculties or careers most frequently examined included home economics, nursing, rehabilitation medicine or social work. Non-traditional faculties or careers included medicine, law, engineering, and agriculture. In cases where only one faculty or career was used to specify traditional or non-traditional populations, the faculty or career is mentioned. In most studies, however, the samples were drawn from a number of faculties or careers and in those cases the term, traditional and non-traditional have been used.

Anticipatory Socialization

There is an extensive body of literature about this stage of professional socialization. Anderson defines this phase as:

> The decisions and action which bring the professional trainee to the formal education experience and the nature and source of influences exerted thereon provide the focus of concern. (Anderson, 1976, p. 13)

The areas which have been most frequently studied include the influence of family, friends, and school (elementary and secondary) on occupational aspirations and choice. In general, family is the most fundamental and critical influencing factor in the anticipatory socialization process (Osipow, 1968). Some analyses relevant to this stage have omitted females but the investigations which have explored relationships between occupational characteristics of females and family background variables have yielded extremely inconsistent results (Levitt, 1971). Information specific to women in traditional female majority fields is extremely limited (Vaines & Arcus, 1983).

The following statements focus on some characteristic of traditional female high school students. The sample of this study included 71 females and 86 males. They were given a questionnaire before and after a classroom test. The non-traditional females attributed their success more to effort and ability than did the males and traditional females perceived success as being more a matter of luck.

Statements Relevant to Characteristics of Traditional and Non-traditional Female High School Students Planning to Enter a Female Majority Field

Traditional female high school students, planning on a traditional female career:

1. Have lower expectations for success than non-traditionals (Weigers & Frieze, 1977).
2. Perceive that they have less mathematical ability than non-traditionals (Weigers & Frieze, 1977).
3. Are more likely than non-traditionals to attribute their success to luck and effort (especially luck), whereas non-traditionals are more likely to attribute success to ability (Weigers & Frieze, 1977).
4. And are more likely than non-traditionals to attribute failure to lack of interest and low effort and less likely than non-traditionals to attribute it to lack of ability (Weigers & Frieze, 1977).

There remains a number of questions to be explored which focus on women who choose to enter a field such as home economics which is perceived as traditional and female majority. *What are the most salient factors which determine who enters the field and why? How are the experiences of anticipatory socialization different for men and women? What are the implications for recruitment and education of new members? What theoretical ideas need to be explored which could contribute to a more comprehensive understanding of women and work?*

Preprofessional Socialization: Undergraduate Education

Undergraduate education is the period of professional socialization which is considered the most important. Ideally, it is the time during which students are drawn away from the culture of lay persons and initiated into the specialized role skills, norms, professional values, and ethical postures fundamental to the practice of the profession (Olesen & Whittaker, 1979). There have been a number of studies of preprofessional socialization but knowledge of the process can be characterized as being in an infancy stage. And in particular, little is known about socialization of traditional females into an emerging profession. The following statements which have been synthesized for this review represent literature which focuses on traditional females. The variables included are family background, other social variables, and personality variables. Dimensions of personality variables which are addressed include: sex role attitudes, work attitudes, family attitudes, and other personality attitudes. As with postprofessional socialization, the experience at these two stages are different for women than for men (Symons, 1978) and as well,

different for traditionals than for non-traditionals.

Statements Relevant to an Understanding of Preprofessional Socialization for Traditionals

Family Background Variables

5. Parents of traditionals (nursing and rehabilitation) are less educated than parents of non-traditionals (medicine & dentistry) (Trigg & Perlman, 1976).
6. Traditionals' mothers have less education than non-traditionals' mothers (O'Donnell & Anderson, 1978; Crawford, 1978).
7. Mothers of traditionals have a lower education level relative to their husband than do mothers of non-traditionals (Crawford, 1978).
8. Traditionals' mothers are less likely than non-traditionals' mothers to have had a college education (Almquist & Angrist, 1970).
9. Traditionals' mothers are less likely than non-traditionals mothers to be employed (Almquist & Angriest, 1970; Tangri, 1972; Almquist, 1974; Crawford, 1978), to be employed full-time (Almquist & Angrist, 1970; Tangri, 1972), or to be employed in non-traditional careers (Tangri, 1972).
10. Traditionals are more likely than non-traditionals to report their mother as a *primary influencer* in terms of career goals (Weishaar, Green & Craighead, 1981).
11. Traditionals are less likely than non-traditionals to feel close to their mothers and agree with their mothers' values (Tangri, 1972).
12. Traditionals do not differ from non-traditionals in the degree of attachment they feel towards their parents (Almquist & Angrist, 1970), or in the extent of harmonious relations with their parents (Almquist, 1974).
13. Traditionals are more concerned than non-traditionals with suiting their parents' ideas of success (Almquist, 1974).
14. Traditionals are more likely to feel that their parents hold less favorable attitudes towards having a career than are non-traditionals (Trigg & Perlman, 1976).
15. Traditionals do not differ from non-traditionals in the degree to which they see their parents as controlling and overprotective, accepting and casual (Kriger, 1972).
16. Traditionals' adjacent siblings are more likely to be female whereas non-traditionals adjacent siblings are more likely to be male (Crawford, 1978).
17. Traditionals and non-traditionals do not differ in SES or birth order (Crawford, 1978).
18. Fathers of women in traditional graduate studies have less education than fathers of women in non-traditional graduate study programs (Lyons, 1977).
19. Fathers of women in traditional graduate study programs have lower job positions than fathers of women in non-traditional graduate study programs (Lyons, 1977).
20. Women in traditional graduate study programs receive less parental reinforcement regarding their academic and professional careers than do women in non-traditional graduate study programs (Lyons, 1977).

Other Social Variables

21. Traditionals are less likely than non-traditionals to report having any *primary influencers* (those who are most influential) in their choice of college major (Weishaar, et al., 1981)
22. Traditionals are more (less) likely than non-traditionals to report having a female (male) primary influencer (Weishaar, et al., 1981).
23. Traditionals are less likely than non-traditionals to report being significantly influenced by college professors or persons in the occupation they are seeking (Almquist & Angrist, 1970).
24. Traditionals are less likely than non-traditionals to have boyfriends who are supportive of non-traditional careers (Trigg & Perlman, 1976).
25. Traditionals do not differ from pioneers in the number of romantic relationships they have (Tangri, 1972).
26. Traditionals do not differ from non-traditionals in dating patterns or frequency (Almquist & Angrist, 1970).
27. Traditionals do not differ from pioneers in involvement in group activities (except that traditionals are more likely to be involved in sororities) (Almquist & Angrist, 1970).
28. Traditionals have been found to hold fewer and less varied summer jobs than pioneers (Almquist & Angrist, 1970).

Personality Variables

Sex Role Attitudes

29. Women in home economics and education are more likely than women in other fields to feel that women are inferior to men (Sutherland, 1978).
30. Traditionals are more likely than non-traditionals to engage in sex-role stereotyping (Crawford, 1978).
31. Traditionals and non-traditionals do not differ in the degree of vocational stereotyping they engage in (Crawford, 1978).
32. Home economics students are more likely than agriculture students to feel that it is all right for a woman to work but that her real fulfillment comes from motherhood (Lyson & Brown, 1982).
33. Home economics students are more likely than agriculture students to feel that women should work full-time only before they have children (and not after) (Lyson & Brown, 1982).
34. Traditionals are more likely than non-traditionals to perceive that men feel that behaviors are clearly sex differentiated (Hawley, 1971).
35. Traditionals are more likely than non-traditionals to perceive that men would prefer women to enter traditional careers (Trigg & Perlman, 1976).
36. Traditionals describe themselves as more feminine than do non-traditionals (Tangri, 1972).
37. Freshmen home economics students score less masculine and less androgynous on the Bem Sex Role Inventory than freshmen (female) engineering students; there are, however, no differences in femininity scores (Yanico, Hardin, & McLaughlin, 1978).

Work Attitudes

38. Traditionals are less likely than pioneers to be interested in high-income, low-job supervision, and use of special abilities on the job (Almquist & Angrist, 1970).
39. Traditionals are more likely than non-traditionals to be interested in the people-oriented features of a job and are more likely to stress a desire to work with and to help people (Almquist & Angrist, 1970).
40. Female-teaching students are less likely than other students to consider work as central to their life plans (Richardson, 1974).

Family Attitudes

41. Traditionals attach greater importance than non-traditionals to being married and having children (Trigg & Perlman, 1976).
42. Traditionals are less likely than non-traditionals to feel that a non-traditional career is compatible with their social and marital needs. Traditionals do feel that a traditional career is compatible and non-traditionals feel that a non-traditional career is compatible (Trigg & Perlman, 1976).
43. Traditionals hold more conservative views than non-traditionals regarding marital relations (Crawford, 1978).
44. Traditionals are more concerned then non-traditionals that their husbands will be good family men (Tangri, 1972).

Other Personality Variables

45. Traditionals are more conservative than non-traditionals in their views of vocational, educational and intellectual roles (Crawford, 1978).
46. Traditionals are less likely than non-traditionals to rate themselves as being unconventional or intellectual (Tangri, 1972).
47. Traditionals are less likely to describe themselves differently from non-traditionals in terms of being conventional or enterprising (Crawford, 1978).

48. Traditionals are less satisfied with their choice of major than non-traditionals (O'Donnell & Anderson, 1978).
49. Feminine sex-typed women (freshmen) in home economics do not differ in satisfaction and certainty of choice of major from androgynous or masculine-typed freshmen women in home economics (Yanico, et al., 1978).
50. Masculine-typed women in home economics are no more likely to leave their major than their feminine-typed or androgynous counterparts (Yanico, et al., 1981).
51. Traditionals have a higher need-affiliation than non-traditionals (Trigg & Perlman, 1976).
52. Traditionals are less likely than non-traditionals to report being concerned with being genuine (Tangri, 1972).
53. Traditionals are more motivated by external demands than internal demands and non-traditionals are more motivated by internal demands than external demands (Tangri, 1972).
54. Traditionals are less likely than non-traditionals to be concerned with questions relating to identity and purpose (Tangri, 1972).
55. Traditionals are less sexually liberal than non-traditionals (Crawford, 1978).
56. Traditionals are more likely than non-traditionals to rate themselves as being successful (Tangri, 1972).
57. Traditionals are less likely than pioneers to feel that their teachers consider them to be outstanding students (Almquist, 1974).
58. Traditionals score lower than non-traditionals in achievement motivation (Kriger, 1972; Tangri, 1972; Trigg & Perlman, 1976).

Postprofessional socialization

The third phase of professional socialization begins at the time when the individual has been officially initiated upon completion of the degree program (Greenwood, 1957; Western & Anderson, 1968). The end of postprofessional socialization is marked by the completion of a person's professional life. The period in between is still largely uncharted but it is typified by "an intricate network of norms which guide the professional, first, in gaining acceptance, and later in progressing toward desired career goals within the profession" (Anderson, 1976, p. 36).

While there is a wide variety of ways in which individual professionals conduct their entry and integration into their profession, there is an even greater variation in the tactics of individual professions. Thus the validity of generalizing from one profession to another is not possible. Even within home economics the varied specializations from dietetics to teaching means the criteria for competency are different.

Moore noted in 1970 that what can be said to be a commonality among professions "is the expectation of **growth**: in proficiency, wisdom and recognition" (p.80). With this as a central theme, research related to postprofessional socialization used for this article reflect those qualities which contribute to or do not enhance the various aspects of professional growth.

The following statements reflect some of the limited literature which relates to traditionals. Two important dimensions of postprofessional socialization are colleague interaction and the sponsorship of a professional by an experienced person (for example, Inana, 1983). To date these have not been fully utilized by females in emerging professions. Jealousy, socially oriented communication (versus task related), prejudice against other women, lack of commitment and participation in female professional organizations are listed as some of the reasons (Toews; 1972; Sutherland; 1978). In other words, it appears that in traditional female majority fields that professionalization is impeded by a number of factors (Simpson & Simpson, 1969).

With growing professional enlightenment, the postprofessional socialization of home economists may be changing. It may also be a matter of education. If home economists knew better the factors which enhance their professional growth, would they more actively seek out female colleagues and mentors? And would they see better the value of actively participating in appropriate professional organizations? The following statements reflect some of what is known about postprofessional socialization of traditionals.

Statements Relevant to an Understanding of Postprofessional Socialization for Traditionals

Professionals

Family Background Variables

59. Female elementary school teachers whose mothers work outside the home have greater career commitment than those whose mothers didn't work outside the home (White, 1967).
60. Elementary school teachers who come from working-class families have greater work commitment than those who come from middle-class families (White, 1967).
61. Women working in traditional fields are less likely than women working in non-traditional fields to have fathers who agree that women should work outside the home (Nagely, 1971).
62. Women in traditional fields are more likely than non-traditionals to report getting along well with both parents (Nagely, 1971).
63. Fathers of traditionals have less education than fathers of non-traditionals (Nagely, 1971).
64. Elementary school teachers have greater work commitment when they are married (White, 1967).

Work Attitudes

65. Traditionals are less likely than non-traditionals to have a *masculine* work attitude (Nagely, 1971).
66. Traditionals are more likely than non-traditionals to identify feelings of conflict in relation to the work setting (Nagely, 1971).
67. Traditionals are more likely than non-traditionals to move to another city for the sake of their husband's career advancement (Nagely, 1971).
68. Traditionals are less likely than non-traditionals to feel that their professional activities are as important as their husbands' (Nagely, 1971).
69. Home economics teachers agree that home economics is a profession but are less inclined to consider their own work as professional work (Amos & Nelson, 1979).
70. Those home economics teachers for whom teaching home economics is a first choice have a greater commitment to their work and students than those for whom home economics teaching is not a first choice (Amos & Nelson, 1979).
71. Female teachers do not differ from male teachers in career commitment, attitudes toward their work, concern for the intrinsic characteristics of their work, their submissiveness to authority (Grandjean & Bernal, 1979).
72. Female teachers, more than male teachers: value interpersonal relationships, have lower job stability, and value being able to help students learn (Grandjean & Bernal, 1979).

Other Variables

73. Traditionals are less outgoing, venturesome, and practical than non-traditionals (Yu, 1973).
74. Traditionals are less likely than non-traditionals to orient themselves with the women's liberation movement (Nagely, 1971).
75. Traditionals have less say in determining family spending, take less responsi-

bility for disciplining children, and are less likely to feel that husbands should help with household tasks than non-traditionals (Nagely, 1971).

Summary

The available literature on the socialization of women into traditional female majority fields which are emerging raises some fundamental questions: *Why is there not more information available? Why has there been limited effort to synthesize what is available in order to better identify what needs to be done?*

Moore (1969) noted that scholarly interest in the area has not been proportional to its importance. Since 1969 there has been considerable research done but with increasing numbers of women in professions and the significance of their role in the larger society established, this area certainly justifies more attention than it has received.

The purposes of this review of literature were to present some selected statements from studies relevant to the professional socialization related to home economists, to raise questions about what has been done and what needs to be done. The statements compiled for this article may thus be more provacative than enlightening. Research data which have not been replicated or which suggest findings that agree with preconceived notions may be open to question, for example.

Some women in traditional female majority professions are influenced in their decision to enter a field by variables related to their family, peers, and school experiences. After a traditional has entered an educational institution, their preprofessional socialization is affected by family background, social and personality variables which include their attitudes toward work and family. The family which influences them at this stage may be the one which they have grown up in or the family they imagine for themselves. The adoption of the field's philosophy and the career commitment which they make or do not make, is influenced by the decisions made at the preceding stage as well as the student's experiences with their subculture on campus, their relationship with faculty and fellow students.

Although knowledge about postprofessional socialization is limited, the influence of family background, work attitudes and their place in society affect the traditional's occupational career path. Work related colleague interaction and a relationship with a female mentor are thought to be important factors which can be positive forces in the postprofessional socialization of traditionals and the development of a professional identity.

There are both practical and theoretical implications for continuing research about the socialization of home economists into the profession. The practical considerations include issues related to recruitment, education and professional development of home economists. Understanding the professional socialization of home economists has theoretical importance in being able to contribute to the growing body of knowledge about women and work.

Perhaps in the future we will move to a more adrogenous population and the study of women and work will seem like an artifact of the past. For now and for most women, however, the study of the interrelated systems which make up their lives and the meaning of these are essential to explore. Such a comprehensive view could mean we understand better all human beings and how we can live together in harmony. ●

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(Continued on page 196)

Options for Research in Nutrition Education

Paul Fieldhouse

Abstract

As nutrition education is accorded increasing importance by those involved in health care, the value of a sound research base for educational activities is paramount. Current and potential research questions surrounding the central issues of nutrition education are discussed and some suggestions made for future directions. Emphasis is given to the notion that nutrition educators and researchers need to be cognizant of developments in related health — behavior disciplines and must be willing to utilize and build on theoretical models derived from the social sciences. A plea is made for more careful consideration of the often neglected *values* issues in nutrition education.

Résumé

Ceux qui s'intéressent au domaine de la santé accordant de plus en plus d'importance à l'éducation diététique, il est essentiel que des recherches sérieuses forment la base des activités educationnelles. On discute ici les questions posées par la recherche actuelle et la recherche potentielle en ce qui concerne les problèmes d'éducation diététique et on suggère quelques perspectives pour le futur. On met l'accent sur le fait que les éducateurs et chercheurs en diététique doivent être au courant des développements dans les disciplines apparentées, santé-comportement, et doivent accepter d'utiliser et de construire à partir de modèles théoriques issus des sciences sociales. On insiste sur une considération plus attentive des questions de *valeurs*, souvent négligées, dans le domaine de la diététique.

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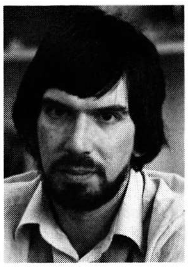

Nutrition is all too often seen as a rather dull, boring subject which is concerned with food analyses, strange diets and lots of vitamins and minerals whose names and functions are difficult to remember. Nutritionists themselves are mainly to blame for this state of affairs by presenting the subject in incomprehensible terms and using jargon which is unfamiliar to the layperson.

(UNESCO, 1983)

The recent report from which the above statement was taken acknowledges the fact that past efforts at nutrition education have too often been dull and ineffective. Nutritionists face a challenge to make their gospel more interesting and easy to understand. That they have hitherto largely failed to do this may at least be partially ascribed to prevailing dogmas that put their faith in reason as the prime mover of human activity. This school of thought resulted in the notion that poor nutritional habits were the result of ignorance, and that if only people could be given the *correct* facts then they would assuredly change their faulty practices. Several decades of experience have shown that a preoccupation with information dissemination has not yielded spectacular results in terms of altered nutrition behaviors. Whitehead (1973) provides an admirable review of nutrition education over a period of 40 years, and includes an extensive bibliography. More recently, nutritionists have begun to pay attention to what the social sciences have to tell them about motivation, decision-making, change processes and human behavior (Rosenstock, 1960). As a consequence, a new era of understanding has been ushered in, where food choice can be viewed — from a number of different theoretical perspectives — as a complex human activity; and where nutrition education interventions are increasingly designed with due regard to these theoretical underpinnings.

Nutrition Education — a Rationale

Why, when human societies have survived for countless thousands of years without the benefit of nutrition educators, do we find ourselves today placing such a high priority on the need for more and more nutrition education? To begin with, it is probably untrue — or at least misleading — to think that nutrition education is something new in the world. Although the UNESCO report cited above contends that nutrition education is "in its infancy", it is likely that what is referred to is the formal, organized, obviously educational activities which are specifically designed and implemented, usually by one sector of the society for the good of other, less enlightened, sectors. Nutrition education in an informal sense has occurred throughout the ages — by sharing of common experiences, by learning to provide food for the family, by passing on of traditional wisdom and so on. Anderson (1979, p.14) nicely illustrates this point with regard to health education:

> Health education is done by teaching about health in schools and by using that battery of communication techniques and methods associated with face-to-face and text-based teaching. Health education is done by distance-learning methods: by television commercials, by posters, by telephone advice services.
>
> It is done incidentally when doctors and nurses talk to patients: when environmental health officers administer the law. It is done by informal and non-directive work, by the organization or support of self-help and community groups, by families and peer groups. It is done indirectly by pressure groups lobbying for legal or organizational or fiscal changes.... It is done by parental and sibling example and care in the family: by neighbourly information and support in the garden and pub.

But it is also undeniable that the nature of the food supply becomes daily more complex and that people — at least in affluent countries — are

faced with wider and wider choices of diet than ever before. At the same time an incredible amount of information is provided to the consumer — much of it in the form of advertising pitches — which is often confusing and contradictory in nature. Choosing a sound diet from a bewildering array of foodstuffs, with, perhaps, a limited budget can be a daunting task. For those communities which subsist on poverty level incomes and which have limited food supplies, nutrition education may be a useful tool in promoting appropriate use of scarce resources, as well as in encouraging efforts to expand available resources. In many parts of the world traditionally sound nutritional habits are losing ground to less adequate practices introduced from foreign cultures: such is the case with the spread of artificial formula feeding of infants amongst thousands of women in the developing countries. Here too, it would appear that nutrition education has a role to play.

Philip White, writing in 1976, identifies several reasons why importance should be accorded to nutrition education:

- It is necessary to equip the individual with the ability to make judicious food choices for health and well-being: good nutrition is vital to the achievement of genetic potential.
- It allows the individual to evaluate the nutrition information received.
- It promotes the best use of an individual's economically limited resources.
- It reinforces knowledge and corrects faulty concepts about nutrition.
- In global terms it helps to save money and avoid waste.

The function of nutrition education is often said to be the realization of good health through the adoption of sound eating patterns — or words to that effect. Whilst that may be deemed to be a worthy goal it is perhaps as well to realize that apart from nutritionists, probably there are few people who see the achievement of "sound eating patterns" as a worthwhile end in itself. Good nutrition — and indeed, good health generally — are merely means to obtaining other valued objectives.

Many studies have supported the claim that there is a growing demand for more information and advice on what constitutes sound nutrition. This is sometimes taken as a signal to unleash mounds of pamphlets, posters, buttons and similar ephemera to meet the expressed *need*. Unfortunately, nutrition education can easily turn into something that *nutritionists* do to non-nutritionists.

As indicated earlier, there are some new trends emerging in nutrition education research. Investigators are asking more subtle questions, utilizing the techniques and procedures of a variety of social science disciplines. Instead of assuming that people — given the chance — wish to consume diets to meet nutritional needs, they recognize that eating is a complex activity which fulfils many needs in addition to that of mere survival. Notwithstanding this, it is still the case that much nutrition education activity is predicated solely on the achievement of good *physical* health. This may well be a legacy of an earlier era of discoveries and understandings regarding the nature of nutrients and their biological functions. In addition, the medical model has dominated the outlook of the health care professions for many years, and a corresponding emphasis has been placed on *freedom from illness* —notably, of course, physical illness. The classic definition of health adopted by the World Health Organization refers to a state of complete **physical, mental and social well-being** — not merely the absence of disease. Nutritionists are beginning to recognize the importance of mental and social well-being, and correspondingly are starting to reject simplistic explanations of dietary behavior. In some cases too, their prescriptions are tempered by a consideration of the mental and social effects produced by any attempt to induce changes in food habits.

A re-examination of some of the fundamental assumptions of nutrition education has brought exciting challenges to new generations of researchers who are not content with the received wisdom of the past. A growing literature attests to this, as theories are adduced or adapted to a nutrition education context, and the implications tested in practice. As always, there remains much research which is trivial — and, as Joan Gussow says in an inspiring editorial for the *Journal of Nutrition Education* — the really important issues are **which questions are worth answering** (Gussow, 1980).

Whither Research?

The scope of nutrition education research in its broadest sense is virtually unlimited. I will briefly discuss six major areas of research activity. These have been chosen because they are, I believe, core issues of perennial concern: they have lent themselves to new approaches in research, and they continue to be the source of much healthy disagreement. If these issues were put in the form of umbrella questions, the following list would emerge:

- **What is the purpose of nutrition education messages?**[1]
- **What messages are valid?**
- **Which target groups should be addressed?**
- **What communication techniques are available and what are their relative merits?**
- **What communication channels can be utilized to carry nutrition messages?**
- **How can the effectiveness of nutrition education be measured?**

Each of the above mega-questions yields dozens of other, more specific, questions which form the basis for research in nutrition education. Examples will be given in the following discussion of each of the above areas.

The Purpose of Nutrition Messages

As every good communicator knows, it is important to have a clear understanding of the purpose of the message to be proclaimed. Purpose will influence many other variables — such as method and channel — which can be selected for maximum effectiveness. The question of purpose can also give rise to ethical issues, the foremost of which is probably: do the ends justify the means?

The ultimate goal of nutrition education is to promote healthy eating practices by countering those practices that are inimical to health and reinforcing those that are considered to be appropriate. To achieve this goal, nutrition educators may deliver messages calculated to raise awareness of issues, to improve knowledge, to actively cajole or persuade, or (as in the case of therapeutic dietetics) to authoritatively direct behavior.

[1]The term *message* is used in this discussion in a broad interpretation. A message may be a single piece of information, a general notion of intent, or even a specific intervention — which carries an implicit or explicit message.

Awareness that a problem exists or that a change of behavior would be beneficial to health is the first step toward actually considering making a change. Sims (1981) examines the assumption that people really are aware of the links between dietary behavior and health benefits or risks. Expressions of interest in nutrition by consumers (Yankelovich, 1978; Light, 1978; Jones, 1977) seem to indicate that such awareness is growing: but, as Geoffrey Hochbaum points out, it would be a mistake to assume that awareness of the health effects of nutrition is a potent motivator for people to modify their food intake (Hochbaum 1980). Similarly, it has become almost axiomatic to say that knowledge does not necessarily lead to behavior change. We are probably wrong if we believe that lack of knowledge is the major barrier to improved dietary practices. Of course, knowledge is usually a prerequisite for action — it simply isn't a sufficient one. One of the reasons why it isn't sufficient is that it addresses only the cognitive elements of the complex process of behavior change. Even when people know what they *should* do to keep healthy, they don't always do it. (That is common experience, but it is an unfortunate trait of many educators that they expect more of their clients than they do of themselves.) Failures in nutrition education programs may be ascribed to failure to go beyond mere information giving.

What this realization has meant is that researchers in nutrition education have become much more interested in designing persuasive, rather than merely informative messages: in doing this, they have entered the world of the social psychologist. Current research directions include studies which utilize various health belief models in seeking to understand health behavior and behavior change (Becker, 1977; Glanz, 1981; Fieldhouse, 1982). Thus, research into belief systems, attitude formation and change, decision-making models and motivation, are becoming more common. The psychological basis of information processing, the nature of normative reference systems, the weight of nutrition in value, expectancy decisions; all have become fair game for the nutrition educator. The apparent success of advertising in inducing consumers to choose particular products has also led some nutritionists to study advertising techniques and to suggest that similar techniques could usefully be employed by nutrition educators. This raises the ethical issue I referred to earlier: do the ends justify the means? One school of thought in health education would claim that, ethically, there is no justification in going beyond the provision of information. Individuals in possession of appropriate facts should be allowed to decide for themselves whether or not to act on those facts. Opponents of this view point out the known limitations of the *information alone* approach in terms of effectiveness, and add that many people do not have the skills to interpret and act on what information they do have. This point will be further dealt with under the heading of techniques, below. The argument is based on outcome (effectiveness) and assumes, however, philanthropically, that the educator knows better than the client what is in the client's best interests.

Starting from the *purpose of messages* we have now arrived at questions of professionalism, paternalism and ethics! Whilst some readers might readily dismiss these as areas unsuited to research in nutrition education, they should exercise caution in dismissing them entirely from mind.

In summary, it appears that the long-standing dilemma of whether to inform or persuade has been settled in favor of the latter. Nutrition educators are thus more concerned with designing messages and interventions which will directly influence behavior. Current research reflects this attitude.

What messages?

Whether messages are designed to persuade or inform they must at least be based on what is reasonably believed to be accurate and reliable fact. **One of the dilemmas facing the nutrition educator concerns the current incomplete state of knowledge regarding the relationship between diet and health.** When attempts are made to change dietary habits there is usually no guarantee that the changes will in fact bring about an improvement in health. For example: whilst on a population-wide basis we may claim that lowered intake of dietary fats is quite likely to be associated with reduction in incidence of cardiovascular disease, we should be much more reluctant to claim that such measures will definely benefit any given individual within that population. **The very fact that there are no guarantees removes a powerful motivator from the educator's armory — the promise of specific and immediate benefits.** In academic debate there is no problem in qualifying and hedging pronouncements — indeed, that is a good sign of proper caution; but once in the public arena, dietary rules tend to be delivered with divine fervor. Part of the problem here is that the general public have no taste for vague, non-committal advice. They lose confidence in *experts* who can't or won't give them straight answers. The alternative from the practitioners point-of-view is to simplify messages so that they are unequivocal and specific. This is extremely tempting: but in the process of simplification there is danger of distorting and misrepresenting the truth.

Hence the debate between the proponents of various sets of dietary goals or guidelines. The U.S. dietary goals produced as the result of the deliberations of a Senate Committee on Nutrition and Human Needs (1977), have sparked much controversy in nutrition circles. Whilst their supporters maintain that they are a better guide to action than are existing food-group type outlines, and are confident of their scientific validity — critics argue that the goals are premature, based on inadequate evidence, and that they are related to disease rather than to health. The more important elements of the debate are articulated by Harper (1977, 1978) and Hegsted (1978).

The issue for nutrition educators is simply this: **what are we really confident in telling people about nutrition?** Can we really say anything more (at least as far as primary health care is concerned) than "eat a variety of foods and don't overindulge in any one"? Providing the facts on which dietary messages are predicated is commonly perceived to be the province of the biological nutritionist. But it is a responsibility of nutrition educators to satisfy themselves of the validity of the bench scientist's claims. This is a matter for conscientious and critical research of the literature, combined with careful reflection. Perhaps as well, some educational effort should be directed toward countering public expectations of pat and easy answers to every question. Such expectations may have arisen due to an overconfi-

dence in *experts who know the facts* — a faith often encouraged by the experts themselves.

Target Groups

The term *target group* is not confined to the usual divisions based on physiological and demographic differences. In programs concerned with secondary prevention, *at risk* groups are often identified in this way: yet we are at once aware that such groups are unlikely to be homogeneous. Whilst such variable as social class and education might be singled out, rarely is any attention given to differing concerns, attitudes or current practices amongst members of the group (Light, 1978). The whole basis of dealing with people in groups is that they are perceived to have common needs or wants. By failing to recognize individual differences within groups we are likely to fail to meet the needs of at least part of the *target* group. The identification of groups on the basis of common needs rather than common traits is a promising area for research.

Target groups may therefore be individuals or groups of individuals with perceived commonalities, amongst whom an attempt is made to promote changes in dietary habits. Behavior change is not always the immediate goal; sometimes attitude change is an equally valuable pursuit. For example, supposing we wished to encourage mothers to breast-feed their infants: undoubtedly we would want to reach the mothers directly with information, advice, support and practical help. Also though, we would be performing a valuable nutrition education service if we were to tackle the problem of making breast-feeding a socially acceptable behavior. This leads to an examination of social norms, and here, too, we find nutrition education researchers exploring new fields. Baric (1977) provides an excellent account of social expectations influencing health behavior.

Allied to the concept of addressing social norms is that of influencing policy. At national and local levels decisions are made regarding allocation of limited resources — some of which will directly affect nutrition education activities. Will the meals-on-wheels service be funded this year? Can we hire a nutritionist for the health unit? What money is available for nutrition education research? The answers to questions like these are the result of policy decisions, and it behoves nutrition educators to take an active interest in the process of policy making. Joan Gussow puts the case for this most lucidly (Gussow, 1980). As the results of nutrition-related policies are far-reaching and form the framework in which individuals can choose what to eat, the nutrition educator should direct efforts toward influencing policy decisions whenever possible. **Policy-making bodies thus form another target group for nutrition education messages.** For a discussion of the role of nutrition education in a national nutrition policy, see Thomas (1979).

Techniques and Strategies

Given that we can decide what we want to say and to whom we want to say it, the next question we are faced with is, *how*? Elsewhere I have discussed communication techniques in more concrete terms (Lennon & Fieldhouse, 1979), but here I want to draw attention to some basic differences in the types of nutrition education strategies open to us. Some of these are well established and familiar; others are more recent, certainly less popular in current use, and even controversial in potential application. The options range from cognitive, through affective to behavioral, and are listed in Figure 1.

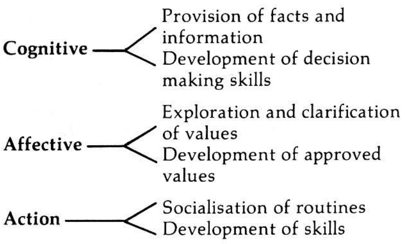

Figure 1. Teaching Options for Nutrition Educators

The didactic provision of facts and information has already been touched on. The possession of appropriate information may be seen as an enabling factor which allows an individual the option of making an informed choice. The ability to make this kind of informed choice is highly dependent on the individuals general skills in decision-making. Some health educators would argue that efforts to teach such skills are ultimately more rewarding than imparting specific information. Facts in nutrition are often ephemeral, and individual circumstances and nutritional requirements change over time. As it is plainly impossible to cover all contingencies —why not equip the learner with the ability to apply decision-making skills to whatever choices need to be made. Of course, the learner has the choice of ignoring nutritional advice — but at least we might have a little more confidence that the choice is an informed one.

Most teachers are fairly comfortable with cognitive approaches to education. The same cannot be said of affective strategies, wherein it must be acknowledged that the learner holds certain attitudes toward nutrition and places particular values on nutrition and health, which may well differ from what is considered to be the *ideal*. Value clarification techniques are designed to help learners discover what values they hold, and what priorities they place on those values. Recognizing priorities will assist in decision-making. Value clarification forces an examination of assumptions about what is thought to be important, and can help to uncover hidden barriers to nutrition education endeavors. A strong case for this approach to education is presented by Simon, Howe and Kirschbaum (1972).

The development of approved values is very much a part of the process of socialization, though deliberatively manipulative attempts to shape or alter values may be considered to be unethical or at least inappropriate, in professionalised education. As food habits are largely acquired during the process of primary socialization, this may prove to be a fertile area for nutrition education research. The introduction of the concept of socialization provides a convenient bridge to the third category of strategies — that of action. Routines are repetitive actions which usually require little or no conscious effort as they have been internalized through the process of primary socialization. Appropraite behavior is reinforced whilst deviant or undesired behavior is sanctioned. Thus the child learns through a system of reward and punishment. MacArthur (1975) illustrates the way in which sweet foods are used as gifts, treats and tokens of affection, as well as rewards and bribes. The habit of eating sweets, once acquired in childhood, persists into later years, and has obvious implications for dental health (Blinkhorn, 1976). If nutritionally sound practices

and routines could be established during this early childhood period, a later educational effort to produce change may become unnecessary; to this extent, socializing a nutrition practice would seem to be desirable. However, if the routine fails or becomes inappropriate, decision-making skills will be needed.

A classic example of how nutrition education can be implemented through the development of skills is the school garden. More common in developing countries than in the West, the school garden not only teaches practical skills in food production, but also serves as a vehicle for other nutrition education strategies. For example, how do we decide what to grow in the garden? What is the nutritional value of the produce? **The development of practical skills in cookery also enhances understanding of food values and nutritional principles. It is unfortunate that many school cookery classes still seem to concentrate on candy and cake production!**

Behavior modification techniques are becoming increasingly used in nutrition circles — particularly with regard to the treatment of obesity. Behavior modification focusses on observable behaviors and consists of sets of procedures which can be used to change these behaviors by rearranging an individual's environment and daily activities. Such procedures include positive reinforcement, extinction, shaping and punishment.

> One of the more challenging issues at the present time may be the question as to whether health education should concern itself with developing methods of behavior modification, which may produce results but be morally unacceptable, or with an education process which is open-ended in its aims and thus unlikely to bring about the immediate prescriptive results which many concerned with prevention now seek. (McCafferty, 1979, p. 67).

The effectiveness of these various strategies is the subject of a large number of research studies. Particularly in regard to schools, research into curriculum development abounds. The booklet by Griffin and Light (1975) is especially recommended.

In addition to those strategies which seek to directly affect individual behavior or perceptions we should also mention, what Laura Sims calls, *structural interventions* (Sims, 1980). Whilst individuals make food choices from available food supply, what is actually available to choose *from* is the result of a complex set of environmental factors. Nutrition educators may seek to change the nature of these external determinants and thus influence in a more indirect manner, what people eat. Thus for example, the local supermarket manager might be persuaded to offer *specials* on certain nutritionally endorsed products; a school might replace soft-drink machines with milk-vending machines. What in fact this approach amounts to, is making healthy choices easier by widening the range of options available. Such provision for action is an important though oft neglected part of nutrition education efforts. **People may know what to do and want to do it: but unless it is easy for them to put into practice what they have learnt, potential behavior changes remain as merely good intentions.**

Channels

Channels refers to the actual way in which nutrition messages are transmitted: the relative virtues of such things as lectures, written pamphlets, and mass media outlets. Kurt Lewin was the pioneer of research into lecture versus discussion as a means of promoting dietary change (Lewin, 1942). He demonstrated the superiority of a discussion technique over a lecture presentation in persuading American housewives to incorporate sweetbreads into the family diet. The didactic style lecture remains a favorite way of transmitting information and, despite its obvious limitations is often found to be more economical in use of resources.

Much nutrition education is entrusted to the written word. Books, pamphlets, and diet sheets have been used (and misused) for decades. That the design of easily readable, comprehensible material is a demanding and exacting task is only slowly replacing the notion that anyone can throw off a quick leaflet or two. Research into vocabulary command, reading ability and memory span is helping nutritionists to understand why so much of their expensive, glossy material ends up, unread, in the garbage can (Wood, 1980). Again, by utilizing insights gained through the study of other disciplines, nutrition educators can readily add to their potential effectiveness.

Mass media channels are increasingly popular choices for the dissemination of nutrition information. Food programs on radio and television are not uncommon. The British Columbia *Senior Chef* program is one excellent example (B.C. Min. of Health, 1981). Certain national magazines carry nutrition columns, and ad hoc nutrition features are commonplace in local newspapers. Instructive examples of good media usage are given by Manoff (1974).

Just what the different channels of communication can and can't achieve has been the subject of a great deal of research. There are limitations to all. In a seminal work entitled *Communication of Innovations*, which should be read by all nutrition educators, Rogers and Shoemaker discuss how new ideas are introduced into a society. The new idea may be that apples make good lunchtime snacks, and the society, a class of elementary schoolchildren: the scale is irrelevant. The authors point out that whilst mass media channels are good for disseminating information, interpersonal channels are essential for persuasive communications. As many nutrition educators come to see themselves as agents of change, research into the process of social changes increases (Sims, 1979). **A study of the natural history of a nutrition innovation in a community would be both fascinating and instructive.** An example of the far-reaching and almost unbelievable effects of a nutrition innovation in Madagascar is provided by Rogers and Shoemaker (1971, p. 334). The adoption of wet rice growing led directly to changes in labor techniques and in patterns of settlement. Over three generations, changes were wrought in social relationships which were apparent at individual, family and government levels, and which were totally unforeseen at the outset. If nothing else, this should act as a coutionary tale for anyone zealously bent on introducing an innovation or change that *they know* is obviously worthwhile and beneficial.

Effectiveness

A constant concern of nutrition educators is the question of effectiveness; how to judge whether one's efforts have had any impact. Especially where primary health care is concerned, results are not always visible and the impact of nutrition education activities is hard to measure. However, as the demand for accountability in public spending of limited resources

has risen, so too has the pressure to assess effectiveness in education. The field of evaluation has provided a rich source of research studies in nutrition as well as in other fields. Questions which are commonly addressed include: what should we evaluate?, How should we evaluate?, Who should do the evaluation?, and How should the results of evaluations be used?. In respect of nutrition, a recent most useful field guide to evaluation has been produced under the auspices of Health & Welfare Canada (1982). Aubrey Sheilham provides a good general critique of evaluation including its many pitfalls (Sheilham, 1976).

Summary

Nutrition education research is currently developing in many different directions. As awareness grows of the complexity of human behavior with regard to dietary choice, more sophisticated methods of analysis and testing are employed. **Faced with the evidence provided by social scientists, nutrition researchers are proving more willing to adopt and adapt new research perspectives. They cannot afford to let any one approach or dogma tie them down — as happened with the information-dissemination model of education.** There are many fertile areas for study and, as I have tried to emphasize, for reflection. Perhaps the hardest question though is the one I posed earlier: What questions are really worth answering? ●

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Collaborative Research: Myths and Realities*

Phyllis J. Johnson

Abstract

As home economics focuses on many disciplines which relate to family life, it is by nature a fertile field for interdisciplinary or collaborative research. Such a research approach allows for the exploration of multi-faceted social issues from the perspective of several disciplines. This paper addresses critical decisions which collaborators might encounter in designing, implementing, and reporting collaborative research which involves more than one discipline.

Résumé

Du fait que l'économie familiale met l'accent sur plusieurs disciplines se rapportant à la vie familiale, elle est, de par sa nature, un terrain fertile pour la recherche interdisciplinaire ou de collaboration. Une telle approche de la recherche permet l'examen des questions sociales à facettes multiples à partir de la perspective de plusieurs disciplines. Cet article concerne les décisions critiques que les collaborateurs doivent prendre lorsqu'ils conçoivent, mettent en route et font le rapport de la recherche de collaboration, laquelle comprend plus d'une discipline.

Throughout the history of home economics, interdisciplinary research has been suggested as an important method for researching issues in home economics. Over time, research in home economics has become less interdisciplinary and more associated with a root discipline (e.g., psychology, sociology, economics and biochemistry). When interdisciplinary research is conducted, it is more often with someone in one's root discipline than with those in other areas of home economics (Hoffman, 1969; Horn & Nickols, 1982).

That interdisciplinary research is essential as a means of understanding families in their complex environments has been stated succinctly by Horn and Nickols (1982): "The complex problems which families face in a changing world environment demand an interdisciplinary approach and the insights of researchers with breadth of perspective. A single perspective is inadequate to meet the challenge of the interrelated nature of our contemporary concerns" (p. 10).

In reviewing the literature, one soon becomes aware of the number of terms used to describe research involving more than one researcher and more than one discipline. Some of the more commonly used terms are interdisciplinary, multidisciplinary, transdisciplinary, crossdisciplinary, polydisciplinary, co-operative research, and team research. Regardless of which term is used, all imply some type of collaboration. It is this process of collaboration which seems to create the problems, or in the positive sense, the challenges for inter-, multi-, cross-, or trans- disciplinary research. Developing techniques to deal with the co-operation required appears to be a key determinant of success in such research projects.

Based on a review of the literature, the author proposes a classification of collaborative research and addresses some of the decisions collaborators might encounter. Outlined in Figure I is a classification of collaborative research using four critical variables: number of researchers, number of disciplines, number of budgetary units, and whether data collection is done separately or together. The degree of complexity in collaborative research would increase with changes in one or more of these critical variables. For example, as the number of researchers and number of disciplines increase, the potential exists for additional understanding of an issue coupled with increased chances for problems to arise. Further complications occur with additional budgetary units involved, with these budgetary units being in different universities, and with data collection done together rather than separately.

In relating this outline of collaborative research to terms used in the literature, the following general statements apply. Collaboration within a discipline is generally thought of as team or co-operative research. When collaboration involves more than one discipline, the terms used are inter-, cross-, trans-, multi- or poly-disciplinary research depending on how integrated (in theory, data collection, and budgetary units) the research is.

The process of collaboration might require decisions in these five areas:

1) **determining research appropriate for collaboration,**
2) **selecting compatible collaborators,**
3) **developing a unified conceptual model,**
4) **establishing administrative procedures, and**
5) **determining authorship and recognition for ideas.**

Clearly not all of these procedures and their inherent decisions would be concerns for some of the less complicated forms of collaboration. In the following sections, the discussion will focus on the more complicated forms of collaborative research, that is, research involving more than one discipline.

Phyllis Johnson has a BS and an MS from Kansas State University and a PhD in Family Resource Management from Ohio State University. She is Assistant Professor, School of Home Economics at UBC. Dr. Johnson is co-principal investigator of the UBC Refugee Resettlement Project. This project is a collaborative study on *Psychological, Social, Economic, and Consumer Aspects of Indochinese Refugee Adaptation.*

*This article is a revised version of a presentation at the annual meeting of the Canadian University Teachers of Home Economics/Professors d'Economie Familiale des Universities Canadiennes, Vancouver, B.C. May 30 — June 2, 1983.

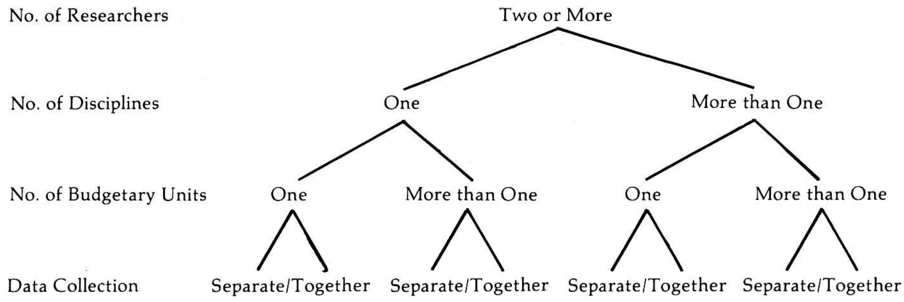


Figure 1. Classification of Collaborative Research within a University

Research Appropriate for Collaboration

In deciding to conduct collaborative research, the first step is to determine whether or not the proposed research would be improved through collaboration with other disciplines or with other areas in home economics. Indicators that collaborative research might be appropriate are:

- previous research emphasizes the multi-disciplinary nature of a topic;
- a single researcher is not broad enough in research perspective to adequately research the concern alone;
- funding agencies would suggest or are favorable to a research study that focuses on several aspects of the research issue;
- there are researchers from various areas willing to collaborate; and
- the research idea is theoretically between disciplines or an integrated conceptual model is clearly indicated (Blackwell, 1955).

In essence, collaborative efforts involving more than one discipline are appropriate when the proposed research is highly complex or difficult to define with the current level of knowledge (Birnbaum, 1981 a).

Selecting Compatible Collaborators

The next step is to select a compatible research team. For example, the *UBC Refugee Resettlement Project* began when three researchers at the University of British Columbia (a psychiatrist, a social worker, and a home economist) determined individually that their research interests would be important in understanding refugee adaptation. The psychiatrist had questions concerning the role of physical and mental health in adaptation; the social worker concerning the roles of service providers and ethnic communities in adaptation; and the home economist concerning the use of financial practices as well as employment aspects for measuring economic adaptation.

Although these researchers came from different perspectives, they had some things in common. The members of the research team were:

- trained in the social sciences and in survey methodology;
- in applied areas which are probably more similar in approach than combining with researchers in non-applied areas;
- willing to integrate their approach into a unified conceptual model;
- not adverse to trying collaborative research; and
- willing to keep the size of the team manageable (in this case, three principal investigators).

On the negative side, the members of the research team did not know each other in terms of **personal working styles, capabilities, emotional maturity, motivation for collaborating, and competence in group work** nor did they spend any time discussing differences in working styles and administration of the project. **According to Blackwell (1955), these are major problems in collaborative research.**

Researchers who have had prior experience in collaboration generally have strong feelings about the process. If the experiences were positive, they tend to be advocates of such research and are willing to participate again. Experience seems to help as each successive collaboration requires less time to initiate and to complete (Mar, Newell, & Saxberg, 1976).

Not all researchers are likely candidates for collaborative research, including those who believe strongly in either one or both of increased academic specialization or who believe that their discipline is far superior intellectually to other related disciplines (e.g., the pure vs. applied scientist concern). **Those who are not tenured, who are working for promotion, or who need continual recognition for their ideas may also not be good candidates for collaboration, as the additional time involved in the research and the possible joint authorship may not adequately serve their needs.** However, if departmental and institutional support are given to collaborative efforts, these people could be good candidates for collaborative research (Mar et al., 1976).

Research indicates that the effective size of a team or subgroup of a larger team is three to five members if success at integration of ideas is the goal (Rossini & Porter, 1981; Wohl, 1955).

There are two philosophies which have been suggested for forming collaborative projects. These are the *pool* concept and the *nurturing* process. In some departments, institutes, schools, or colleges, the emphasis is on selection of faculty to achieve an interdisciplinary focus. Then, when a collaborative project involving more than one discipline is required, a team can be quickly formed from the pool of faculty available. One advantage is they may already know the disciplinary perspective and the working style of each potential collaborator.

On the other hand, the nurturing process is much slower and relies on the presence of a strong leader to initiate contacts and to strengthen communication among potential collaborators. Usually, many potential collaborators are contacted before a compatible, integrated team is formed (Mar et al., 1976).

All of these procedures take **time** and that **is a major concern for collaborative research.** However, they may eliminate some of the later problems that might occur with personality and disciplinary differences.

One final thought on forming teams: it is encouraging to note that a number of successful collaborations were formed by chance, not by design and by planning to match compatible team members (Mar et al., 1976).

Development of Conceptual Model

When a team has been formed or has otherwise joined forces, there is a common interest in a research problem and a small team or several subgroups of researchers who have some agreement on the research problem. More than likely, at this time, they have more agreement and belief in the feasibility of the study than they will have when they begin to design the study in more depth. At this stage, most teams begin to have lengthy discussions. Frequently, the discussions center on defending the approach used in each discipline and quibbling over semantics.

There are several **ways to avoid** these **fruitless discussions.** One way is to encourage reading and reflection rather than consensus conceptually in the early stages of the project. This process could be facilitated by the researchers providing review articles in their fields and definitions of terms or *jargon* used (Blackwell, 1955). Another method is to have the members present an informal overview seminar on their specialization (Wolf, 1955). The focus in discussions would be on the positive aspects this approach has to offer rather than on its limitations in comparison to another approach.

After considerable time for reflection, a decision on having a unified conceptual model is appropriate. Disadvantages of having a unified model are: it may be less powerful than if separate concepts or models from one discipline are used and it may not be viewed as rigorous enough by the individual's discipline (Blackwell, 1955; Bella & Williamson, 1976). However, evidence of a unified approach and/or integration of the individual disciplines into **an overall model may be important to demonstrate to a granting agency that there is a clear conceptualization for the research project.**

Establishing Administrative Procedures

Universities have evolved into complex structures divided along disciplinary specializations. The necessity of sharing resources of time, space and personnel create difficulties in conducting collaborative research (Kast, Rosenzweig, & Stockman, 1970; Nelson, 1980). The following discussion focuses on collaboration among disciplines within one university.

Some of the administrative decisions collaborative teams must make and which are affected by the university structure are location of the central research office, departmental support (additional funds, staff, scholarly recognition), and identification in the university setting.

The central research office is a critical link among the university, granting agencies, and the members of the collaborative team. All of the grant funds, accounting for the funds, hiring of staff, and correspondence are channeled through this office. Generally, when the team is small, the office would be associated with one of the disciplinary units involved. This set-up tends to place more responsibility for communication and decision making on the team member who is located in the building with the central research office. The research staff are also more readily available to that individual to complete the extra responsibilities.

To establish their identity as crossing disciplinary lines, collaborative teams generally create titles that reflect the focus of the project rather than the disciplines involved (e.g., the UBC Refugee Resettlement Project). In all of the correspondence, the letterhead can be used and the disciplinary affiliation noted with the signatures.

The collaborative team should also establish administrative procedures for decision making, delegation of authority, and communication among team members. This organization could range from all members being labelled as principal investigators to the designation of one principal investigator and staff. In either case, responsibilities should be identified and made known to the research staff. Rossini and Porter (1981) suggest that the most effective communication pattern is "any channel" which means that all channels of communication with everyone else are open but are used only when needed. The least effective method is communication between a leader and each member.

To facilitate the administration of the project and to have adequate communication, these procedures have been suggested in the literature or were found useful for the UBC Refugee Resettlement Project:

- weekly meetings with the research staff at a regular time and with a specific agenda,
- memos of the meetings distributed to the team with each person's tasks marked,
- all day retreats to complete project deadlines (less likely to have distractions), and
- periodic administrative meetings to designate goals and to specify completion dates (Horn & Nickols, 1982).

In all of these activities, it is important to have a balance between keeping informed and in generating too much paper work (Blackwell, 1955).

Almost any collaborative team will have some difficulties that are generally related to people problems. Each member of the team has different motivations, different commitments, and preferred administrative styles. Also, the priority each places on the research may vary throughout the project period and may be associated with the research activities each prefers. For example, some may be most involved and interested in the conceptual work, others are more interested in the methodological and statistical aspects, while others find the co-ordination and organizational aspects intriguing. At times, team members may feel that their favored tasks are not being given the appropriate attention (Bella & Williamson, 1976).

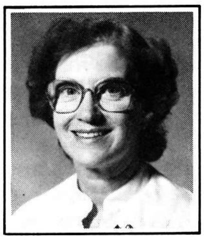
Authorship and Recognition Issues

There are a number of concerns researchers have about publishing in a collaborative project. When ideas have evolved through group effort and research has been conducted jointly, problems arise in **who should receive credit for the idea and grants, and whose names should appear on the publications and reports.** A basic guideline for collaborators is to discuss these issues early and write a formal policy to which all involved agree. The *UBC Refugee Resettlement Project* established these guidelines for authorship:

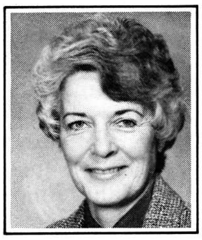
- in order to be a participating author, the person must do some of the writing;
- a proposal regarding a publication must come early to the co-investigators for discussion and approval; and

(Continued on page 213)

A Client Needs Study and its Application to Program Planning



Mona Cox
and
Shirley Myers



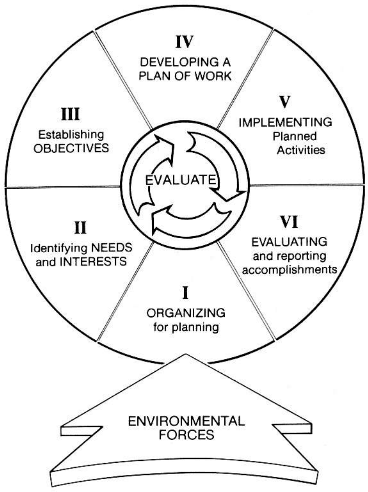


Figure 1. Program Planning Process

Résumé

Une étude sur les besoins des femmes dans les zones non-métropolitaines de l'Alberta a été initiée par le Département d'Économie Familiale d'Agriculture Alberta pour le service d'information annexe de l'économie familiale.

A la suite de cette étude, on a établi les caractéristiques de la clientèle du service d'information annexe de l'économie familiale; celles-ci indiquaient le genre d'information que souhaitaient les femmes et sous quelle forme elles préféraient l'obtenir, ainsi que les facteurs qui influençaient leur décision de participer à un cours, atelier, etc. Cette information a été transmise au personnel du Département d'Économie Familiale qui s'en sert pour établir les priorités concernant la création d'activités au sein du département dans les cinq années à venir. On souligne ici comment une étude de ce genre entre dans le cadre des activités existentes du département, ainsi que le planning de ces programmes.

Abstract

A study of the needs of women in non-metropolitan areas of Alberta for home economics extension information was commissioned by the Home Economics Branch of Alberta Agriculture.

As a result of the study, profiles of the clientele of home economics extension information were drawn up, showing in addition the kind of information women wanted and the manner in which they preferred to obtain it, and what factors influenced their decision to participate in a course or workshop. This information was made available to the Home Economics Branch staff who are using it to set priorities relative to programming the branch's activities for the next five years. How such a study fits into the ongoing activities of the branch is outlined, as is the program planning process.

Mona Cox is a member of the Planning Secretariat, Alberta Agriculture. She has a BSc HEc from the University of Manitoba. Since graduation she has held a variety of professional positions and is still actively involved in home economics associations at local, provincial and national levels.

Shirley Myers is presently Head of the Home Economics Branch, Alberta Agriculture. She has a BHE from the University of British Columbia and an MSc, from Iowa State University. She is a past-president of the Edmonton Area and Alberta Home Economics Associations and served as chairman of the Consumer Economics and Management Committee, Canadian Home Economics Association.

Program-Planning Process

The program planning process can be viewed as embracing a cycle of six interrelated elements, which occur in sequence (Figure 1) and take place within the context of a given environment. In Alberta Agriculture's Home Economics Branch certain environmental forces give direction to program planning. These include government policies; purpose and objectives of the department, division and branch; internal and external human and material resources available; the branch's ongoing program commitments; and changing social, economic, technological and demographic conditions.

One element of the program-planning process is identifying the needs and interests of the clientele. Extension education is successful only to the extent that it focuses on the important needs of people. Where participation in extension programs is voluntary, people concern themselves with programs only when they think that the program is valuable to them in satisfying personal, family, group or community needs which they themselves recognize (Alberta Agriculture, 1981). Identifying needs and interests is, therefore, a critical element in the program planning process.

Home Economics Branch

The Home Economics Branch of Alberta Agriculture extends home economics information and education services through a network of district home economists (DHE) located at 62 district offices. The branch's purpose is to help people develop their abilities to manage their resources.

The content of programs and services designed to effect change must be based on sound information and not determined as the result of a hunch or a guess. Extension home economists use a variety of methods for determining the needs of people in their districts (dialogue with community leaders, program participants, advisory groups, and the use of informal surveys).

The authors wish to thank Anne Packer for her editing comments and critique of an earlier draft of this paper.

Initiating A Study of Client Needs

The impetus for a comprehensive province-wide assessment of client needs came from staff within the branch. With a desire to focus its programs more specifically to areas of greatest need, the branch decided to initiate a study to assess the needs of women for home economics education. The findings of the study were to be used to assist in program planning in the branch at all levels.

Research Objectives

The objectives of the research were: (a) to determine the needs and preferences of rural families (primarily adult women) in the Province of Alberta for home economics education; (b) to determine which methods they preferred for obtaining information and how content should be delivered, and (c) to develop strategies and identify educational opportunities in home economics to meet the changing needs of the rural population of Alberta.

To get this information for the Home Economics Branch, the Planning Secretariat of Alberta Agriculture undertook the management of the project and contracted The Heffring Research Group Ltd. (an Alberta marketing research firm) to conduct the study. An advisory committee provided guidance on the direction of the study and acted as a sounding board while the study was in progress.

Research Investigation

The research investigation proceeded in four phases:

- **Evaluation of the Market** involving historical documentation as to the function of the branch and interviewing branch managers to assess current directions.
- **Focus Group Discussions** to determine clients' attitudes about learning and home economics. This qualitative research technique was primarily designed to determine attitudes, opinions, awareness of the DHE services available, and what some of the factors were that influenced their participation in educational programs. The study was directed at adult women residing in Alberta, excluding metropolitan Calgary and Edmonton. Each focus group involved between 8 and 10 respondents who gathered together in an informal and semi-structured environment to discuss various activities, problems, concerns, and the role home economics might play in their lives. Each session lasted one to one-and-a-half hours and was directed by a trained moderator from The Heffring Research Group. Twelve focus groups were conducted in selected areas of rural Alberta in order to maximize variations between the groups and the lifestyles of the participants.
- **Quantitative Mail Questionnaire** based on information gathered in phases 1 and 2, was mailed to a random sample of non-metropolitan households, (i.e., those classified as rural farm, rural non-farm, and small cities). Questionnaires were addressed to the individual with instructions that the survey was to be completed by an adult female if possible. A small number of adult males were included in an attempt to evaluate the needs of this potential market.
- **Marketing Strategies** were outlined in an internal working document consisting of ideas for the Home Economics Branch to use in developing educational programs and services for their clientele.

Key Findings Provincial Highlights

The results of this survey were based on the return of 914 questionnaires for a provincial accuracy rate to within ± 4%. The data were broken down for each of Alberta Agriculture's six regions as well; however, the regional sample was not large enough on which to base generalizations. The regional responses provided a general profile which could be used in evaluating the needs in a broad sense.

• Respondent Profile

Nine out of ten respondents were female. The respondents had the following general characteristics:

- the largest group (35%) were between the ages of 24 and 34
- 82% were married
- the majority (82%) had completed high school or had post-secondary education
- 61% had lived in their current community for more than 5 years
- 52% had lived in Alberta all their life
- 34% lived on a farm or acreage
- 42% were employed for pay outside of the home
- of those respondents who lived on a farm, 54% said that one or more members of their household were employed off the farm for pay
- 41% were from single-income families.

• Preferred Areas of Interest

From 55 items, respondents were asked to check areas about which they would like more information or whether they would like to attend a program on the topic, and to list the three areas they *most* preferred. The ten areas of greatest interest were as follows:

Topic Areas	% of Respondents Who Ranked Topic Among Their Preferred Three
Investing Your Money	15%
Wills and Estate Planning	14%
Managing Stress	12%
Weight Control	11%
Making Your House More Energy Efficient	11%
Budgeting Family Income	9%
Understanding the Teenager	9%
Home Gardening	8%
Planning for Retirement	8%
Do-It-Yourself Home Repairs	7%

The provincial data were broken down by *residence*, (rural farm, rural non-farm, small city), *age*, (20-34, 35-54, 55+), *employment* (employed - not employed), and *sex* (female-male).

• Formats for Obtaining Information and Learning

From a list of 19 possible formats, the study revealed that the following five were preferred by the respondents:

Formats	% of Respondents Who Ranked Format Among Their Preferred Five
Courses	47%
Workshops	44%
Publications/Brochures	42%
Lecture or Talk	35%
Home Study/Correspondence Course	33%

• Timing and Awareness of Programs

Preferences were for courses to be held weekdays between 7:00 and 10:00 p.m. lasting 2-3 or 4-6 sessions. Respondents were willing to spend 2 to 4 hours weekly on a course. The

respondents preferred to attend courses/workshops in the months of January, February and March, followed by October and November. The least preferred time for attending a course for rural farm and non-farm respondents was during weekday lunch hours. At least two weeks notice was needed before deciding to take a course.

Newspapers were the most common medium for learning about programs and services (54%). Brochures sent to the home (38%), and friends and relatives (32%), were also indicated as common avenues. Rural farm respondents also heard through newsletters of programs and services being offered.

- **Factors Influencing Decision to Participate**

A variety of factors were found to have a significant influence on respondents' decisions to participate in programs, ranked as follows: closeness to home (85%), length of course (83%), fees charged for course (83%), instructor being an expert in the subject area (83%), level at which course was offered (81%), availability of instructor to answer questions (81%), friends attending course (80%), babysitting service being provided (79%).

As the age of the respondent increased, the importance of two items increased as well: whether the course offered was close to home and whether the instructor was an expert in the course area. In comparison, the younger age group (20-34) was more concerned about fees charged and the provision of babysitting services.

- **Awareness of District Home Economist (DHE)**

Seventy-three per cent of the respondents had heard of the DHE. Farm respondents, the priority clientele of DHE's, were the most aware. People first came to know of the DHE through the newspaper (35%), friends and relatives (25%), or through a newsletter (15%).

- **Lifestyle Profiles of the Respondents**

Responses to questions related to activities, opinions, and demographic characteristics were used to develop five **lifestyle profiles**. These did not necessarily describe any one woman, but reflected the characteristics typical of certain lifestyles.

The first profile depicted the **home-centred handi-person**, who spends a great deal of time at home on projects and activities intended to create a better home environment. This profile tended to characterize a rural woman not employed outside the home.

The second profile was the **farm-centred person**, an individual oriented towards working and improving farm production and management. This profile was more characteristic of women on the farm not employed for pay outside the home.

The third profile was the **general self-improver** whose activities were centred around leisure hours and general improvement. These activities were more characteristic of women working for pay outside the home.

Women in the **social-leisure orientation profile** were primarily interested in acquiring knowledge and skill development in a group setting. Leisure activities for this group tended to be for the pure enjoyment of being with others in a relaxed setting.

Finally, the **community service orientation profile** depicted the person whose interest and activities centred around volunteer and community work.

Using the profile data, the branch was sensitized to the diversity of lifestyles present among women of non-metropolitan Alberta.

Making Use of the Findings

Staff of the Home Economics Branch and the Home and Community Design Branch were provided with copies of the three documents emanating from the study (Alberta Agriculture, 1982). The authors met with groups of staff to present highlights of the study and to discuss the uses to which the findings could be put in program planning in the branch.

Using the results of the study as input and considering ongoing branch commitments, namely the 4-H program and the Nutrition at School program, staff were involved in a process of identifying priorities for the Home Economics Branch for the next five years. Through a mail questionnaire, they were asked to propose ideas relative to future priorities for the branch. Each staff member was asked to priorize ideas for the following: (a) ideas for increasing the utilization of the branch's current programs and services in its existing markets, and (b) ideas for developing new or improved programs and services in its existing markets.

From the many ideas submitted, a branch committee selected the content areas for programs to be given priority and the target markets to whom programs would be directed. Teams of specialists from the Home Economics, Home and Community Design and 4-H Branches undertook the task of elaborating on each of the priorities. This included a description of the problem underlying the need, educational strategies to meet the need, and methods of evaluating the branch's efforts in achieving its objectives in each of the priority areas.

A Plan of Action

As a result of this assessment of client needs, its subsequent study by staff and the determination of the branch's priorities, a planning document titled *EMPHASIS II* was developed. The approved document will be used by staff in their planning of home economics extension programs over the next five years, in particular in rationalizing decisions regarding allocation of the branch's resources.

The clientele in the end will reap the benefits of this entire process. It is they whom home economics extension serves. In order to help people to develop their abilities to manage their resources, home economics information and education services must be perceived by clients as being of value to them. Programs planned on the basis of sound information about people's needs and interests are more likely to be seen by clients as having value, and are thus more likely to be well received. ●

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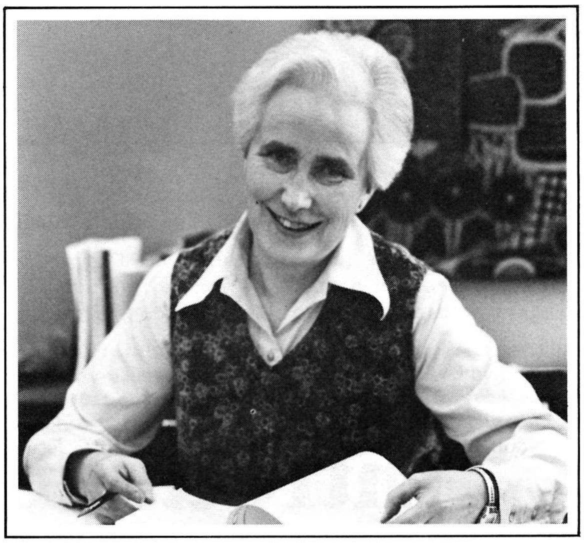
Graduate Study in Home Economics

at the University of Alberta

Doris R. Badir, Dean
Faculty of Home Economics
University of Alberta



Students undertake graduate study for one of two reasons:

- because they are intrigued by the unanswered questions in the field and want to pursue graduate work in order to acquire research skills to aid in the answering of those questions *or*
- because they wish to acquire some additional knowledge and skills to round out their education and supply further career qualifications.

While the programs for the two objectives may be identical the outcome varies greatly — the former usually moves out and on to the PhD while the latter's degree is usually a "terminal" one.

At the University of Alberta, in the Faculty of Home Economics, we have students who are studying for Master's degrees for both of the above reasons. We offer Master's degrees in all three departments (Clothing and Textiles, Family Studies, and Foods and Nutrition), as well as an interdisciplinary degree in Consumer Studies.

Unlike undergraduate programs, graduate programs are tailored to the individual student. Courses are either required or recommended to ensure that each student has the necessary background for a particular field of study and then to develop knowledge in that particular area. Within each program area it is possible to specialize very particularly depending upon the research interests of the department and its members. Family Interaction as an area of interest can be pursued with Dr. Dianne Kieren whose research interests look at family problem solving or with Dr. Jason Montgomery whose interest is in family communication and crisis intervention or with Dr. Norah Keating whose research interests revolve around the aging and retirement processes.

Students interested in Human Development at various stages of the life cycle would find that Drs. Hurlbut and Morrison are pursuing research in this area. Consumer and Management issues are a part of Dr. Judith Marshall's interests while Marriage and Family Therapy is Dr. Wesley Adam's interest.

Whether one is interested in Food Marketing, Food Consumption, Food Quality or Food Safety will determine whether one works with Dr. Stiles or Dr. Hawrysh. Interest in Nutrition Biochemistry, Clinical Aspects of Nutrition, Nutrition and Lifestyle, or Nutrition Education will determine which of the several staff interested in Nutrition one might work with: Dr. Tapan Basu, Ms. Margaret Gee, Dr. Elizabeth Donald or Dr. Janice Johnston.

The Clothing and Textiles field has even greater variety. Interest in the Social and Psychological Aspects of Clothing; the Economics of Clothing; Consumer Textiles; Textile Conservation or Textile Design will determine whether Dr. Anne Kernaleguen, Dr. E. Crown, Dr. N. Fetterman, Dr. N. Kerr or Professors Richards, Lambert or Bachynski will be the advisor of a particular graduate student.

Graduate study in the Faculty varies from a minimum of one and one-half years to a maximum of four. Some students who are changing fields or who have not had any previous graduate experience are required to take a qualifying undergraduate year. This allows them to gain important background for graduate level courses.

A very recent development at the University makes it possible for an interested student to combine some home economics interests with another disciplinary interest such as rural economy. Such arrangements require special consideration and the willingness on the part of advisors from two departments to work together.

Some assistance is available to graduate students in the form of teaching or research assistantships. These, however, cannot be guaranteed. There are a number of scholarships and bursaries available for which individuals must apply.

Additional information about graduate study should be directed to the Dean. •

Doris Badir

Address: Faculty of Home Economics, University of Alberta, Edmonton, Alberta, T6G 2E2

This is the first in a series of articles describing graduate programs in home economics in Canadian universities.

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Is Canadian Bankruptcy Law in Accord with Present Economic Reality?

Tahira K. Hira

Abstract

In the light of several revisions in Canadian Bankruptcy Law, it appears that bankruptcy law more adequately meets the needs of consumers. However, changes in the law, coupled with poor economic times have resulted in increased filings, which has led to high dollar losses for creditors as well as for the nation.

The law does appear to be a general solution for debt situations. High rates and costs of bankruptcy could be reduced by attorneys (or courts) and creditors offering alternative solutions to bankruptcy, and by considering future income as a basis for repayment of debts in cases where adequate future income is available. In order for the law to fulfil its objectives of rehabilitating the debtors, professional financial counselling must be made available because help is needed by those who are contemplating bankruptcy.

Résumé

A la suite des quelques révisions apportées à la Loi Canadienne sur la Faillite, il semble que la loi sur la faillite réponde plus justement aux besoins des consommateurs. Néanmoins, ces changements dans la loi, venant s'ajouter à une période économique instable, ont contribué à une augmentation des déclarations de faillite, entrainant de fortes pertes en dollars pour les créanciers autant que pour la nation.

La loi ne semble pas apporter une solution générale à l'état de dette. Les taux élevés et le coût d'une faillite pourraient être réduits par les avoués (ou les tribunaux) et les créanciers proposant d'autres solutions à la faillite, et si on prenait les revenus futurs comme base de remboursement des dettes dans les cas où ces revenus sont suffisants. Afin que la loi puisse atteindre ses objectifs de réhabilitation des débiteurs, un service professionnel de consultation en matière financiaire s'impose pour venir en aide à ceux qui envisagent une faillite.

The purpose of this article is to draw attention to the social and economic rehabilitative functions of the bankruptcy process, and to examine the extent to which those functions are being performed by existing bankruptcy law. Three areas of concern will be examined in terms of current procedures and effectiveness of the law as a consumer solution for severe debt situations. These areas of concern are: (1) The impact of consumer bankruptcy law on the availability and cost of consumer credit. (2) The rationale of using present assets rather than future income as a basis for discharge under bankruptcy. (3) The extent to which rehabilitative counselling is provided during the process of bankruptcy.

Records from the Office of the Superintendent of Bankruptcy, Consumer and Corporate Affairs Canada, show that over the past 12 years bankruptcy figures soared from 2,732 in 1970 to 30,643 in 1982.

A number of factors are associated with this increase in consumer bankruptcies. These include the great increase in consumer credit outstanding in Canada and the greater access to consumer bankruptcy through initiatives of the Bankruptcy Branch of Consumer and Corporate Affairs and the Federal Insolvency Trustee Agency. Bankruptcy is a legal process by which most insolvent consumer debtors are able to obtain relief from their debt burden. In Canada, the bankruptcy system is governed by the *Bankruptcy Act* (R.C.S. 1970, C.B.-3) which is administered by the Bankruptcy Branch of Consumer and Corporate Affairs Canada.

The history of bankruptcy is, indeed, a long and colorful one stretching from harsh and merciless treatment of a debtor who failed to meet commitments, to the present day enlightened concepts of rehabilitation of such a debtor. The Canadian bankruptcy law is based on the laws of England and the first insolvency statue dates back to the year 1351.

An exhaustive review of the Canadian bankruptcy system was begun in 1908 by the *Study Committee on Bankruptcy and Insolvency Legislation* appointed by the Minister of Justice. The committee

Tahira K. Hira is Assistant Professor in the Department of Family Environment at Iowa State University. She has a Ph D in Family Economics and Management, an MS in Agricultural Economics and a BS in Economics. This past year, in addition to her work at Iowa State, she taught a summer course in the Home Economics Department, Mount Saint Vincent University, Halifax.

made several recommendations directed toward the consumer debtor including provisions for increased consumer access to bankruptcy, debt composition in addition to debt consolidation. Increased consumer access to bankruptcy was considered necessary since private trustees were often unwilling to take over cases where the customary fee of about $500 was not available. A key result of the study committee's report was the drafting of a new *Bankruptcy Act*. Appearing originally as *Bill C-60* (1974-75), the proposed act was substantially revised reappearing as *Bill S-11* (1977-78) and subsequently as *Bill S-14* (1978-79), *Bill S-9* (1979) and *Bill C-12* (1980). These bills contain several new provisions aimed at consumers, including debt composition, automatic discharge from consumer bankruptcy and the possibility for the administration of consumer bankruptcies by the provinces.

The proposed new *Bankruptcy Act* includes, automatic discharge from bankruptcy after six months, subject to creditor's objection (Bill C-12, S-231), the requirement for the court to take into account the provincial law dealing with the exemption of property from execution or seizure before making an order against the bankrupt's salary (Bill C-12, S.160), the exclusion of necessities of life as a non-dischargeable debt and the introduction of debt composition as an alternative to bankruptcy (Bill C-12, Part III). Traditionally, bankruptcy law was concerned with legal aspects involved in a debtor's conduct. Modern bankruptcy law seeks to regulate the economic situation that produced the debtor's financial condition. Those responsible for the bankruptcy legislation recognized that appropriate relief for the overburdened debtor is a matter of social and moral responsibility. Whether the cause of personal bankruptcy stems from financial ineptitude or from death, divorce or disaster, the judicial system must provide reasoned and reasonable relief.

While declaring bankruptcy provides relief to the bankrupt and is often a solution to the insolvency problem, the trend of increasing consumer bankruptcies is nevertheless viewed with concern because of the economic and social costs involved. Considering the costs borne by creditors and ultimately by other consumers, as well as social and personal costs to the bankrupt and other family members, it is clearly preferable if measures can be found to reduce the need for this last resort form of relief.

Bankruptcy Law and its Impact on the Consumer Credit-Market

Bankruptcy is one of the few legal methods available to a debtor to avoid the payment of debts. It is regarded as socially and economically preferable to alternatives such as leaving one's job, or hiding or breaking up a family (Shuchman, 1973). The economic benefit to an overburdened debtor is obvious. The benefit is less obvious to the creditor and possibly to the general economy.

The economic benefits to individual creditors or the economy at large, which arise from the release of debts in bankruptcy has been largely overshadowed by social and legal considerations. There are substantial costs to society associated with bankruptcy. These costs are both economic and social. In strictly financial terms, the loss to creditors is enormous. A conservative estimate available only for the United States during the year 1979-80 was $3 billion (Brimmer, 1981).

In one sense, bad debt losses can be viewed as a transfer payment program. Clearly, debtors who default on their obligations receive a benefit equal to the defaulted sum owed. But who pays for this transfer? Unless interest rates on loans have been properly established, it is savers who pay. The increased ease of declaring bankruptcy raises the risk for all loans made to consumers and thus raises the cost of lending and borrowing funds.

The cost of a rise in bankruptcy will be paid from earnings that might otherwise have accrued to savers and investors and by consumers who borrow money at elevated interest rates and repay in full. Present legislation does not seem to consider where the financial burden should lie. Assuming that it is economically desirable that debts should be released on bankruptcy, should the burden be simply removed from the debtor and placed on unsecured creditors and other borrowers?

The costs and availability of consumer credit have been affected already by increased bankruptcies. Two major consumer finance companies in the United States have recently moved to eliminate *unsecured* lending, and a number of states in the United States are enacting legislation to raise or eliminate interest rate ceilings. Consumer credit is becoming less available and more expensive as credit granters assess the impact of bankruptcy losses and the cost of doing business (Gibson, 1982).

A consumer bankruptcy study prepared by the Credit Research Center, Purdue University (1982) concludes that "the losses associated with unsecured credit, along with other economic characteristics of the credit market (such as rate ceilings) are leading to a greater emphasis on secured lending, particularly second mortgage lending." This means that credit will be hard to obtain for young families, renters, and persons who have no real assets to offer for security. Consumer credit has served as the foundation for economic activity related to the availability of goods and services, jobs and dreams of *the good life*. If bankruptcy legislation is causing a reduction in the availability of credit and an increase in the cost of credit, it needs to be evaluated in light of its impact on the economy as a whole.

Present Assets or Future Income?

It has been estimated that from 30-40% of non-business debt subject to discharge in the bankruptcy courts could be repaid from future earnings of petitioners if a five-year pay-cut period was available. It was estimated that about $1.1 billion of straight bankruptcy debts have the potential to be recoverable from future income within five years, after basic living expenses and actual housing costs are met (Purdue Study, 1982). A question worthy of serious consideration is whether it is reasonable to dismiss debts which are voluntarily assumed when there is every expectation that some or all of that debt could be repaid from future earnings — the basis of the original extension of credit (Gibson, 1982). The costs and availability of consumer credit could be substantially improved by permitting or requiring payments of *affordable* debt. This should in no way affect 60-70% of petitioners who seek relief from their debts and whose potential income would be judged to be inadequate to repay even a portion of indebtedness. Therefore, there should be a shift in the law from ability to pay based on assets (the concept that was borrowed from the commercial view of credit

extension) to ability to pay based upon future income.

Bankruptcy courts in Canada recognize the concept of affordable debt by providing a *Part X, Orderly Payment of Debt* option, which permits wage earners to repay some or all of their debts out of future income. However, this plan is narrow in scope and from the creditor's perspective contains several problems.

It may be reasonable for the court to consider future income when determining what debts would be discharged because all debt is incurred in expectation of repayment; no credit market can be viable without this expectation. Most debt is repaid. That which is not, or cannot be repaid, results in a transfer of wealth. In the first instance, this transfer is from creditor to borrower. The ultimate incidence of the burden of this transfer is on the economy as a whole. The burden shows up in the form of higher interest rates and a cutback in the availability of credit.

Provisions of Rehabilitative Counselling during the Process of Bankruptcy

The process of bankruptcy is intended to provide financial rehabilitation for the debtor and a new start in life. However, little progress has been made toward this goal. In straight bankruptcy, no effort is made to educate or counsel the debtor during or after bankruptcy. Other than setting up a budget or plan as required by law, attorneys rarely give rehabilitative counselling beyond the immediate legal concerns.

Several studies (Brimmer, 1981; Hira, 1980, 1982; Stanley & Girth, 1971; Allen, 1977) stressed that a major cause of bankruptcy in a large number of cases, is the inability of consumers to manage debts. A *Training Module* from the Office of the Superintendent of Bankruptcy, Consumer and Corporate Affairs Canada (1980), also cites misuse of credit and poor budgeting as two common causes for bankruptcies. The remedies for an insolvent individual debtor described in the *Training Module* include the recommendations that the debtor must: (1) assess financial circumstance, (2) work out a budget taking a realistic look at income, expenses, assets, indebtedness and ability to pay, (3) determine what remedy (legislative or non-legislative) is available, and (4) communicate the circumstances to the creditor. It is evident that the debtor has important responsibilities and tasks to perform when overextended. Debtors need assistance in performing these tasks and assessing their financial circumstances.

During personal interviews with those that were bankrupt, Hira (1980) found that many bankrupts had no idea of the cost of revolving charge accounts. They had very limited knowledge about the existing credit system although they were eager to learn about it. It also was apparent that those who were bankrupt and who appeared to have made the most progress in rehabilitation were persons with whom the administrators of the bankruptcy program established good working relationships. Furthermore, in these people's cases, efforts were made to gain their confidence to the extent that all or most problems relevant to the bankruptcy were discussed and specific steps to solve these problems were taken.

Whether tied to a community credit counselling service or attached to the bankruptcy process itself, money management education and rehabilitation appear to be desirable components of a liberalized bankruptcy law. Without them, a cyclical pattern of bankruptcy may be inevitable. Further, tighter bankruptcy laws may reduce the incidence of bankruptcy but will not solve the problem. Professional financial counselling coupled with debt liquidation provides a realistic alternative to personal bankruptcy as well as providing an opportunity to rehabilitate persons who have to choose bankruptcy as a solution to their financial situation. ●

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Errata

Fieldhouse, P. Food and Development: What can YOU do? *Canadian Home Economics Journal*, 1983, 33, (3).

Misplaced section in first column on page 161 should be moved to end of first paragraph on page 160. Section to be moved is as follows:

- If we can prevent something bad from happening without sacrificing something of equal moral significance, we ought to do it.
- Absolute poverty is bad.
- There is some absolute poverty we can prevent without sacrificing anything of comparable moral significance.
- Therefore we ought to prevent some absolute poverty. (Singer 1979, pp. 169-170).

The editors regret this error and apologize to the author and readers.

The CUSO Experience Unfolding Awareness

Maureen Johnson and Ann Hankinson

Abstract

CUSO, a Canadian, non-governmental, international development organization, in co-operation with Third World countries places many professionals and skilled persons in developing nations around the world. Life in one such developing country is relayed through the experiences of former CUSO co-operant, Ann Hankinson, who worked as a home economist in Sierra Leone, West Africa. Descriptions of her accomplishments, work environment and general day-to-day activities are highlighted. Also, she gives a retrospective view regarding development and the role home economists can play in this area.

Résumé

CUSO, organisation canadienne, non-gouvernementale, pour le développement international, en collaboration avec les pays du Tiers-Monde, envoie de nombreux professionnels et personnes qualifiées dans les pays en voie de développement du monde entier. La vie dans un de ces pays en voie de développement est illustrée par les expériences d'une ancienne co-opérante de CUSO, Ann Hankinson, qui a travaillé comme économiste familiale à Sierra Leone, en Afrique de l'Ouest. La description de ses réalisations, les conditions de travail et les activités quotidiennes générales sont soulignées. Elle donne également une rétrospective du développement et le rôle que l'économie familiale peut jouer dans ce domaine y est suggéré.

Maureen Johnson is Information Officer for CUSO and **Ann Hankinson** is a BSc Home Economics graduate from the University of Western Ontario.

Want a change of pace and place?

Ann Hankinson felt like that four years ago soon after graduating from the University of Western Ontario with a degree in home economics. After working as a home economist and a kitchen supervisor, she applied to CUSO for a two-year posting to the developing world.

CUSO, a Canadian international development organization, has placed more than 9,000 skilled Canadians of all ages on two-year contracts in the Third World since 1961. They have included people in education, health, business, technology, agriculture, forestry — and home economics.

Ann was not sure how her lifestyle, ideas and overall future plans would be affected by CUSO, but she did expect them to be definitely altered and her basic values reinforced. At the very least she expected she would come to appreciate a much slower pace of life, learning to enjoy it more "rather than see it fly by". She expected to better herself, both personally and professionally, and felt it would give her a great deal of satisfaction to share her knowledge and skills with someone culturally different but genuinely interested. CUSO posted Ann to work as a home economics teacher at the Gerihun Agricultural and Vocational Secondary School in Sierra Leone. Gerihun is a friendly town with one secondary school, two primary schools and a Catholic mission which has existed for years and has contributed greatly to the community. The vocational school where Ann was posted was new and had only three forms when she arrived in 1979. Her home economics department consisted of "four walls, one large table, a few sewing supplies and one sewing machine" (three others had been stolen just before Ann arrived). "With those meagre surroundings I was expected to teach home economics to three forms: that was about 15 girls in total", says Ann. "The CUSO cooperant before me had done some work on a syllabus for these forms, concentrating mostly on sewing. Today the school boasts five forms with over 30 students in each. The Home Economics Department has switched its emphasis towards foods and nutrition. The lower forms have basically a vocational emphasis, giving the student a good background in such topics as personal hygiene, food and nutrition, sewing and family care while the upper forms concentrate on food and nutrition at the General Certificate of Education level".

Since Ann started work at the school, there have also been many physical changes in the department. An outdoor kitchen and mud oven have been installed, equipment has been purchased both for the traditional and modern kitchen, and a new home economics block has been built, complete with a combined lecture and sewing room and a food and nutrition lab.

Ann lived in the town and walked the half-mile to school each day. Many CUSO teachers are posted to boarding schools and they usually live on the school compound and have extra-curricular, supervisory and counselling duties as well as a teaching load.

They may become involved in the organization of sports teams, school libraries or school clubs. During her second year in Sierra Leone, Ann became quite lonely in her "big house" and took in two female students from the school. They shared the housework and cooking and Ann helped them with their homework and took on responsibility for their health and welfare.

Regular school hours were from 8 a.m. to 1:50 p.m. each day but classes required a good deal of preparation and Ann found herself working long hours into the afternoon on many occasions; many evenings were taken up with marking, adjusting and readjusting lesson plans to suit local needs. After two years, Ann was enjoying the posting so much that she extended for a further year. She is now back at her parents' farm in Straffordville, Ontario.

During her three years at Gerihun, she accomplished much. "I designed, equipped and managed the Home Economics Department and my students received excellent results in the food and nutrition GCE (examinations); I did a lot of research and work on curriculum development and published a *Home Economics Syllabus for Forms 1, 2 and 3* in the school; I continually developed and standardized recipes to suit local conditions, extended the school's base towards more community involvement by doing some practical work in appropriate food technology such as planning and designing an improved outdoor kitchen, breadbaking and fish-drying in a mud oven with improved heat retention properties. As anyone can tell you, I have changed considerably since coming to this country. I think most significant is the confidence I have gained both personally and professionally. I have certainly gained an appreciation for other cultures and practices as well. I have learned to work with many different attitudes. . . . Overall it has been a very good experience, so much so, that I really have developed a desire to continue to work within some aspect of the field of development."

Back Home Again — Perceptions and Reflections

As I edge my way back into Canadian society and try to put my Sierra Leone experience into perspective, I often think of the following passage by Aldous Huxley (Fersh, 1977, p. 32):

> So the journey is over and I am back again, richer by much experience and poorer by many exploded convictions, many perished certainties. For convictions and certainties are often the concomitants of ignorance. . . . The better you understand the significance of any question, the more difficult it becomes to answer it.

It reflects many of the thoughts and feelings that go into ones perception of development and underdevelopment especially after the reality of a first-hand experience in the Third World. Development means many things to many people. It encompasses and juggles issues of economic betterment, educational upgrading and freedom from the constraints of poverty along with political manipulation, bureaucratic inefficiencies, injustice, misguided foreign aid policies and corruption. Yet as I struggle with all these thoughts amidst memories of life in Sierra Leone, I keep coming back to a rather simple principle that I believe should be the foundation for any sort of effective development. The idea being that, no matter what the situation or culture, one must look sensitively at the dynamics of that culture in relation to the people's demands and expectations; then respond within that framework by utilizing and modifying the existing resources so that at least one step may be taken on the road to their goal. This is of course fraught with many frustrations and tends to operate within a give-and-take situation — a learning process for all involved. And, many times, there must first be a few steps backwards in order to take that one small step forwards.

As home economists we have an obligation to come to grips with development issues and actively participate in responding to those issues. Our years of training and expertise have centred around human resources and the transfer and improvement of life skills. In many cases, the developing world is crying out for help in these areas. Involvement need not necessarily entail actually working in a developing country (although, I firmly believe that one can never really begin to understand a culture unless it is experienced in a day-to-day setting) as I realize not everyone has the freedom and flexibility in their lives to do so. It can take the form of research and professional back up, support of ongoing projects and workshops and seminars. Home economics related research in developing countries is definitely needed. The whole area of cross-cultural communication should be explored to a greater degree and with a particular emphasis on the ways to adapt oneself and one's knowledge of home economics to another culture. Also, much more practical work needs to be done in the area of appropriate food technology. It should be emphasized that a fair amount of research within the sphere of home economics exists in the field, but its co-ordination and availability to the professional is poor. Therefore, an attempt should be made to somehow work towards a system whereby these resources are made more accessible in order to provide more professional back-up in the field.

Support of ongoing projects, whether they originate in Canada or in the field, is important. Remembering that they should comprise the components of local involvement, initiation and self-help will help to retain a degree of effectiveness. **The CHEA should be pleased with the results of their Twinning Program and strive to keep it alive and well as it provides a vital link towards increased developmental awareness through children — the adults of tomorrow.**

Active participation and initiation of workshops and seminars carrying themes of international development should always be encouraged. They should involve other agencies and NGOs (non-government Organizations) with similar interests so that the communication of ideas could be channeled towards more effective application of our knowledge and resources in the field.

In any event, development and the dynamics of it is at its best, complicated and without easy solutions. However, with the continued involvement of individuals and professional organizations in the constant struggle to come to grips with the Third World, its issues and problems, it can at the very least raise the awareness of cultural differences between peoples. In turn, this can help us to better understand the differences and similarities that exist culturally in our own country. After all, we are more alike than we are different. Not so? ●

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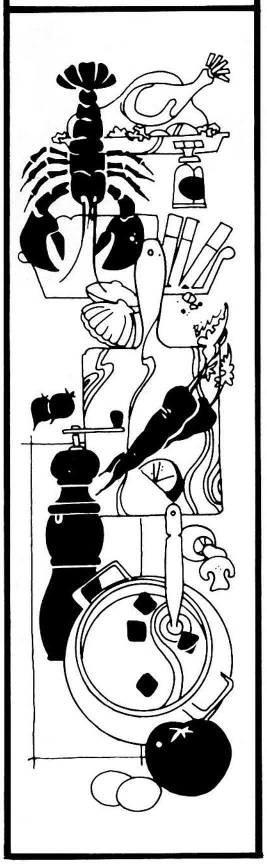
Fersh, S. (Ed.). *Learning about peoples and cultures.* Agincourt, ON: The Book Society of Canada, 1977.

Canadian Food Legacy

Nancy Scrutton



Abstract

Many settlers, for a short period in early times in Canada, were forced by the primitive conditions to utilize local plants, vegetables, and animals. The intense need for social co-operation and interaction created a regional food pattern that resembles a patchwork quilt laid across the land. Even as early as 1800, we become aware of the growing surge towards a modern industrialized food nation. The early roots are revealed in diaries, letters, and military records. Some of these early sources of information are mentioned in this rarely studied aspect of Canadian History.

Résumé

De nombreux groupes ethniques, venus au Canada en tant qu'immigrants, furent forcés, au tout début de leur séjour, à cause de conditions primitives, d'utiliser plantes, légumes et animaux locaux. Le besoin urgent de coopération et d'interaction sociales créa un style d'alimentation régional qu'on aurait pu comparer à une mosaïque. Dès 1800, nous avons pris conscience de la tendance croissante vers une nation moderne à l'alimentation industrialisée. On peut en retrouver les premiers symptômes dans les journaux personnels, les lettres et les rapports militaires. Quelques-unes de ces premières sources d'information sont mentionnées dans ce chapitre rarement étudié de l'Histoire du Canada.

Nancy Scrutton received a BA in Home Economics from the University of Windsor, Windsor, Ontario and an MA from Wayne State University in Detroit. Presently she is a freelance home economist. **This is the fifth in a series of articles on food history** prepared by the author for the *Canadian Home Economics Journal*.

Unfamiliar foods, inadequate housing, severe weather, lack of cooking equipment, unsanitary conditions, isolation — these were the hardships to be endured by the earliest Canadian settlers. These desperate times however, were, relatively speaking, short-lived, especially for those in settlements with other families. Changes were slower to come about for the backwoods family. The people knew that survival required co-operation and a mutual bond of assistance developed among them.

Except for those early lean years, when our country was in its infancy, Canada fared well when it came to feeding her populace. One reason was that our ancestors brought with them a legacy of culinary and horticultural information. It was true that the lack of familiar food called up all their inner reserves of creativity. They found it difficult to make adjustments to the agricultural produce found here. They utilized old world techniques, basic tools, plus local foodstuff, to produce unique renditions of recipes passed on to them by their friends and relatives. The end result was the evolution of a particular Canadian cuisine that varied in style and form from one geographical area to the next. Even today, as we travel across this land, the variety of dishes and preparation methods is so broad that communities separated by only a few kilometers will partake of totally different dishes as well as some similar items that have an entirely different name.

Those first few years in the new land are vividly recounted in the works of pioneer writers such as Susanna Moodie and Anne Langdon. It is from their diaries and letters that we glean our food facts of early Canada. Eminent Canadians, like Mrs. John Graves Simcoe, wife of the Governor, recounted what the wealthy and military personnel were enjoying at their dinner tables in the centers of Kingston, Niagara, and Detroit. Mrs. Simcoe reported that as early as 1796 a very sweet-tasting sugar obtained from black walnut trees was being consumed along with the traditional maple sugar. Peach and cherry cultivation had commenced near Niagara during the early 1790s (Guillet, 1966, p. 185). It is interesting to note that these fruits were being grown along the banks of the Detroit River even before 1790!

Historians are indebted to diligent pioneer women, among them Catherine Parr Traill, who wrote *The Canadian Settler's Guide* in 1855. This work was a compendium of information on gardening, food preservation and preparation, plus advise on medical questions and daily life. Mrs. Traill relates in great detail, many facts about planting vegetable and flower gardens, cultivating, harvesting, preserving, and cooking. One discovers in her writings, that the settlers were making good use of the knowledge they had acquired from the native Indians. She describes how pumpkins could be planted between the corn rows to shade the soil and keep the moisture in the ground. Oftentimes peas or other climbing vegetables were planted so as to use the corn stalk as a stake. These bits of information acquired from the native people and passed

on through family members, helped our forefathers survive some bleak years when nature was not kind to them.

Mrs. Traill's Guide lists literally hundreds of food items that were familiar to settlers of 1855. Cherries, raspberries, rice, cheese, beef, potatoes, tomatoes, melons, and cucumbers were among the foods in her list. She mentions for example, that products such as corn starch and yeast could be fabricated at home or were available from the local merchant. Perhaps the term *pioneer* was a misnomer even as early as 1860!

Black Creek Pioneer Village.

Military records contained food inventories and even a few recipes. A booklet entitled *Regimental Cookery* is a collection of just such handwritten recipes. They date to 1839 and are the work of a Mrs. Kingsmill, the wife of the Commandant of Fort Malden, in what is now Amherstburg, Ontario. This recipe collection is used in pioneer and military food preparation demonstrations held each weekend at Fort Malden, which is now a National Historic Park. Mrs. Kingsmill provides her readers with many insights into the way that people cooked during the 1830s. It becomes obvious that in 1839 imported and commercially prepared food items were not as rare as one may have expected. Recipes called for coriander, cumin, cayenne pepper, ginger, turmeric, black pepper, lemons, and oranges, plus lots of powdered sugars. Recipes requiring Harvey Sauce and Anchovy Sauce are also noted. Roll and cake recipes mentioned commercially produced yeast by the tablespoonful. Cooking directions are given for the use of the Dutch Oven and fireplace reflectors. Indeed, by reading this small collection of recipes, a fairly complete picture of 1839 domestic life in a fort can be painted.

Edwin Guillet's *Pioneer Days in Upper Canada* relates a series of articles on early Canadian life, with many references to food, its preparation and service. Guillet recounts the typical staples that the settler would use. Game, fish, salt pork, flour, potatoes, plus wild rice, wild berries and greens from the woods were standard fare. Corn, one of the life savers of our ancestors, was easily ground into cornmeal which in turn was made into porridge and johnny cakes. The earliest pioneer woman was responsible for the production of the family's yeast, vinegar, gelatine, ciders, and beer (Guillet, 1966, p. 195). Some of the apples used for this vinegar and cider came from the Red MacIntosh apple, which was the result of graft experimentation by Sir John MacIntosh, an early settler in Dundas, Ontario. Other vinegars like current and raspberry were made at home as well. Today, these are luxury items found mainly in food specialty stores.

Guillet portrays hotel and coach stop food as the country's worst. Apparently the operational hours were erractic, the food very expensive but often inedible. Experienced overseas travellers in Upper Canada had expected much better food and conditions than was the case in most inns. The author, Guillet (1966, p. 189) describes the travels of a certain Mr. Patrick Sherriff. It seems that Mr. Sherriff had the misfortune to stop at a Richmond Hill coach stop for a meal. He mused:

> The roast beef alone was so tough that my friend remarked that the animal must have died in the yoke from distress. Human teeth could make little impression upon it and I satisfied hunger with bad bread and water.

In this regard, the Canadian hotelliers hadn't kept pace with their French and English countrymen, who were well-known for their good food and hospitality in the early taverns, inns, and coach stops.

Cook books were scarce in the fledgling days of Canada. If some book found its way from the homeland, specific ingredients may not have been available on this side of the ocean. It wasn't until 1796 that an American, Amelia Simmons wrote the first New World cook book, *American Cooking*, focusing exclusively on New World produce such as pumpkins, corn and corn products, and gingerbread in cake form. Recipe authors in both Europe and North America began to realize it wasn't profitable to publish European orientated texts when many of the ingredients weren't available. Many British works were simply reintroduced with the words *American* or *Canada* in the title, to pursuade the unweary cook to purchase the book. However, cookery books were a luxury item that most people could not afford anyway.

An all too familiar tale surrounds Canada's supposedly first commercial cook book titled *The Cook Not Mad.* It was published anonymously in Kingston, Upper Canada around 1833. On close investigation, however, especially of the introduction of this work, one discovers that it was actually authored and published in the United States and simply reintroduced into Canada.

In the 19th century, church, family, and ladies organizations often traded recipes. Eventually the best family treasures were gathered into inexpensive booklet forms for others to share. These early compilations are an invaluable source of information on how the majority of Canadians actually prepared their daily fare.

Fort Henry, Kingston.

In the formative years, a general knowledge of how other Canadian settlers prepared their food was not very common. Pierre and Janet Berton, in their *Canadian Food Guide* attribute the spreading of culinary ideas from coast to coast, to the opening of the West, and to the birth of train travel. Government intervention in the form of the *1872 Dominion Land Act* and the *Immigration and Colonization Act* of the same year, helped to encourage migration West (Barss, 1980, p.25). With this movement, people were exposed to unfamiliar foods, traditions, and ideas. Eventually there was contact among the ethnic groups, and the Canadian diet began to acquire a sense of variety. Many foods and recipes obtained by

the travellers, were adapted by them to fit their own locality. Better transportation allowed not only people, but food to move. It became possible for the ordinary citizen to purchase staples produced by previously unreachable sections of Canada. It also became easier to acquire imported foods from the United States and overseas. Technological advance meant commercially canned foods, new ingredients such as baking powder, and the *modern* cookstove and oven for the consumer. This greatly accelerated the variety and improved the quality of previous food favorites. Many cooks, however, cast a wary eye upon these *new fangled* inventions. A parallel distrust and apprehension exists in the late 20th century among consumers and the microwave oven. Some felt (and feel today) that cooking would never be the same as when only the wood stove (or common electric or gas stove) was used, and to a great extent, they were, and are, correct!

The literature on food in Canadian history is dispersed and fragmentary. In addition to the sources mentioned herein, interested readers are directed to their local museums, libraries, or historic sites. Much research is still to be done. Occasionally the avid hunter may be rewarded with an original recipe that upon preparation yields *un repas à bon goûte*. Such finds become welcome additions to the on-going exhibitions of living history. These resurrected fragments of our cultural past contribute to our realization and our experience of the way it was for the early Canadians. ●

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Photos courtesy of Government of Ontario, Ministry of Tourism and Recreation.

Collaborative Research

(Continued from page 199)

- a footnote describing the overall study and naming the co-investigators and granting agencies must be included on all publications.

A related issue is recognition and rewards in the academic setting. Traditionally these rewards are based on contribution to one's discipline. Quantity and quality of journal publications, books, and papers are frequently used measures of productivity in the academic setting (Birnbaum, 1981 b; Rossini & Porter, 1981).

Those that are involved in collaborative research are concerned that publishing with many co-authors, publishing in journals outside one's discipline, and publishing using unified conceptual models may not further their career progress or contribute substantively to their discipline (Bella & Williamson, 1976; Nelson, 1980).

Birnbaum (1981 b) found that collaborative research teams have reduced output in published articles but quality of articles and quantity of technical reports and books were not significantly decreased. He suggests that the less integrated or the loosely joined collaborations might have the least effect on quantity of output.

Locating appropriate high quality publication outlets may be difficult for collaborative researchers as a number of established journals publish primarily disciplinary research. Thus, for the time involved, collaborators might have had a greater number of publications if they had concentrated on disciplinary research.

Suggestions for dealing with these issues of receiving academic recognition for collaborative research include:

- encouraging collaborators to analyze data from the perspective of their own discipline in addition to writing related to the unified conceptual model;
- establishing high quality interdisciplinary journals; and
- encouraging existing journals to provide some space for reporting collaborative research (Blackwell, 1955; Nelson, 1980; Rossini & Porter, 1981).

SUMMARY

Home economics is unique because it combines applied and basic research while encouraging a focus on interdisciplinary research (Morrison, 1983). **Now is the time to capitalize on this uniqueness to research the concerns of families in their complex environments.** Collaborative research can improve understanding of families in their environments, but the co-operation required creates numerous problems not evident in non-collaborative, unidisciplinary settings. The procedures involved in collaboration and some of the methods for dealing with the decisions collaborators involved in research with other disciplines might encounter has been addressed in this article. With this knowledge, it is hoped that home economists will accept the challenge and find the means to conduct much needed collaborative research on family concerns. ●

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Helga Lambrecht, Duncan, B.C.

On the Job

Profile of a Home Economist

Helga Lambrecht

Many of us dream of writing books but few of us get down to do something about it. Helga Lambrecht and Linda Johnson did something about their dream.

At Place Vanier Residences Helga met Linda Johnson (*nee* Wilson). Several years later they both obtained teaching positions at Cowichan Senior Secondary in Duncan, B.C. Team-teaching and office-sharing led to their decision to write a cookbook. Linda had a scrapbook of prize recipes that she wanted to publish when she retired. Helga suggested that there was an urgent need for one now with metric conversion imminent.

A few meetings got the ball rolling. The publishers' representatives at the THESA convention in 1974 were most anxious to see their manuscript. Editors from both Copp Clark and General Publishing required so much editing that the encyclopedic project that the manuscript became was an all consuming activity outside of school hours. They had to be anti-social at time in order that work would continue.

During the summer of 1976, all-day meetings in Helga's Genoa Bay Marina Cafe were followed by Helga and her sister Clara's night vigilence on updating second copies until the early morning hours. But it was Charlotte Montgomery in her column that determined the future wave of events. Favorite Recipes Inc., Nashville, Tennessee, agreed to publish fund-raising cookbooks in a prescribed format. Casting out all their choice book titles, Helga and Linda opted for *Recipes We Love to Cook* on a winning cover.

With a rented, IBM typewriter, Helga selected and typed 100 recipe pages in two weeks. Linda proofread and advised on recipe selection. With two more weeks on the typewriter, Helga decided to type another book — *Favorite Recipes From Us To You*.

In the summer of 1978, the first two publications were released at Genoa Bay Marina. Many supportive patrons anxiously bought the autographed first editions. Upon school opening, they distributed order forms to all the school districts in Canada receiving amazing interest and support. Reprints were ordered and back orders placed. Also, covers were mixed up and one or more pages of several indexes were confused or missing. *That was a struggle!*

Writing and testing continued resulting in the release of *Specialties From Our Kitchens* in 1981. In the meantime, Helga worked with Jean Clements and briefly with Grace Parasuik to revise Lyndeview Publication's *Home Planning and Design* for release in September, 1980. It is now used by five provinces in their secondary school curriculums.

The fourth volume, Helga's *Recipes Plain and Fancy*, was printed in Winnipeg by Gateway Fund Raising Systems. Linda sold her share of the publication firm and it was renamed Lambrecht Publications leaving Helga working solo in 1982. A month later she released *Microcook Meals and Mixes* in response to many requests for microwave recipes that were quickly and easily prepared.

A CFAX radio interview, a *Cowichan News* story, and numerous book reviews made her books known. She was invited to speak at club meetings and teach microwave cooking at Malaspina College night school. Subsequent fully subscribed "microcook" courses were taught using Helga's book as the text.

Now in her 21st year of teaching, Helga is as enthusiastic as ever in the classroom, teaching four courses in textiles and clothing, textiles arts and crafts and housing and interior design.

That is not all! Helga's *Cooking B.C.* will be released for the 1983 tourist season. Helga is also writing a photo story of *Germanic Canadiana* depicting the cultural adaptations and contributions of Canadians of German origin.

In retrospect, her fondest memories are the many supportive people, both patrons and colleagues, and the sun tans that she never had in the summers — lack of sun is rumored to be the "fountain of youth".

Financially, the publications project has been modestly successful, although most of the profits are in the stockroom. Over 5000 copies have been sold. A booth at the August Vancouver Book Trade Fair is planned and a new computer complete with its array of hardware will streamline the publication company. •

Helga Lambrecht holds a Bachelor of Education degree from the University of Alberta (1967), is a recipient of the Jewish Community Scholarship, and has a Masters of Education (specializing in Family Studies, Curriculum Design and Administration) from the University of British Columbia (1971). She taught home economics and other subject areas at A.E. Cross Junior High School in Calgary, and in Kamloops and Duncan, B.C. In 1971, she was a guest lecturer at UBC. She served on the Cowichan THESA executive since 1973 and assists in running the Marina at Genoa Bay on Vancouver Island. Lambrecht Publications is located at R.R. 1, Duncan, B.C. V9L 1M3.

What do you say when . . . ?

edited by Marjorie Schurman

A regular column
by the CHEA Foods and Nutrition Committee
to assist home economists
in combatting food misinformation

What do you say when . . . confronted with Lose Weight Naturally: 10 to 29 pounds per month through . . . Natural Herbs?

by Gail Marchessault

Flip to the Want Ads of your newspaper and you might find a sister ad to the claim above for a "career opportunity" in an "international organization in the health and nutrition field" promising "top dollars for the right people".

By using ordinary people (who are then called *nutritional counsellors*) to sell a diet and by using pyramidal sales tactics, the sellers of this scheme have access to a large potential market. Their marketing philosophy of persuading hopefuls to try the diet, experience success with it and only then hook them on the nutritional pluses, emphasizes saleability and profits with little or no nutrition training. With this strategy, such companies boast that their products will become "the talk of the nation."

If you would like to provide some counter-talk, read on.

An investigation of one particular line of products is used to provide a sample evaluation. The sample formula, is a powder to be mixed with milk to replace two meals a day. The company does meet the specifications of the *Food and Drugs Act and Regulations* in terms of nutrient specifications (Hedley, 1983). One serving provides 1175 kilojoules (281 calories), 23.3 g protein, 29.2 g carbohydrate and 8.9 g fat, while the vitamins and minerals read like a supplement list.

Supplementaion is not excessive and could even be inadequate if dinner does not provide the balance. For example, two servings do not provide two thirds of the Recommended Nutrient Intake for Canadians for ascorbic acid (Bureau of Nutritional Sciences, 1983).

The pattern of the suggested "nutritional dinners" is three ounces of meat, two servings of vegetable, one serving of bread with butter or margarine, a fruit and 156 mL (5½ ounces) of 2% milk. Suggested food choices are quite specific and limited in number. Fried foods are frequently suggested. A special blend of herbs, a multivitamin and multimineral formula and a linseed oil formula are recommended to complement this program.

Many unsubstantiated claims are implied in the promotional literature for these products. The claims are too numerous to list exhaustively, but a few examples are: "Licorice has been helpful in these areas" (23 examples are given, including age spots, female complaints, hypoglycemia) "Mandrake . . . dissolves and removes tumors . . . When the body loses fat, the loss can cause a gouty condition. In pregnancy it causes toxemia. Saffron is an essential herb for the person who is reducing, since it is necessary to remove fatty waste through the bloodstream without causing a uric and lactic buildup . . . [Parsley] is also excellent for cancer and should be classed among the perventive herbs. Parsley is rich in potassium, and cancerous germs (sic) cannot live in potassium . . . [Comfrey] The best remedy for bloody urine." And so on . . . for seven pages!

Much of this information is obviously not based on scientific literature. If an agent that dissolves tumors were available, the news would be commonplace. There is no research to suggest that saffron can prevent toxemia. The statement also implies that weight loss during pregnancy is safe as long as saffron is taken. This suggestion is dangerous since weight loss during pregnancy is itself a risk factor for low birth weight babies. Medical research has not implicated "germs" as the cause of cancer. As with any number of these claims or implications, if this remedy for a condition such as bloody urine is taken seriously, proper medical treatment could be delayed to the individual's detriment. The company of course prints a disclaimer for their claims, and yet promotes their objective — a sale: "Whether or not one receives any of the above benefits is an individual matter. You can only find out by trying the program."

The *herb* plan shares the common problems of other fad diets. Weight losses in excess of recommended rates are promised. The replacement of meals with a formula diet does nothing to retrain lifestyle habits that caused the undesired weight initially, and which will put the weight back on after going off the diet. The promotional literature does not suggest that clients see their physician prior to attempting weight loss. The formulae contain ingredients of questionable value, and the promotional literature implies numerous claims unsubstantiated by research. These products are not recommended for weight reduction. The time-tested alternative of a well-balanced weight loss diet complemented by an exercise program, preferably under the auspices of a dietitian, still produces the best results in the long run. ●

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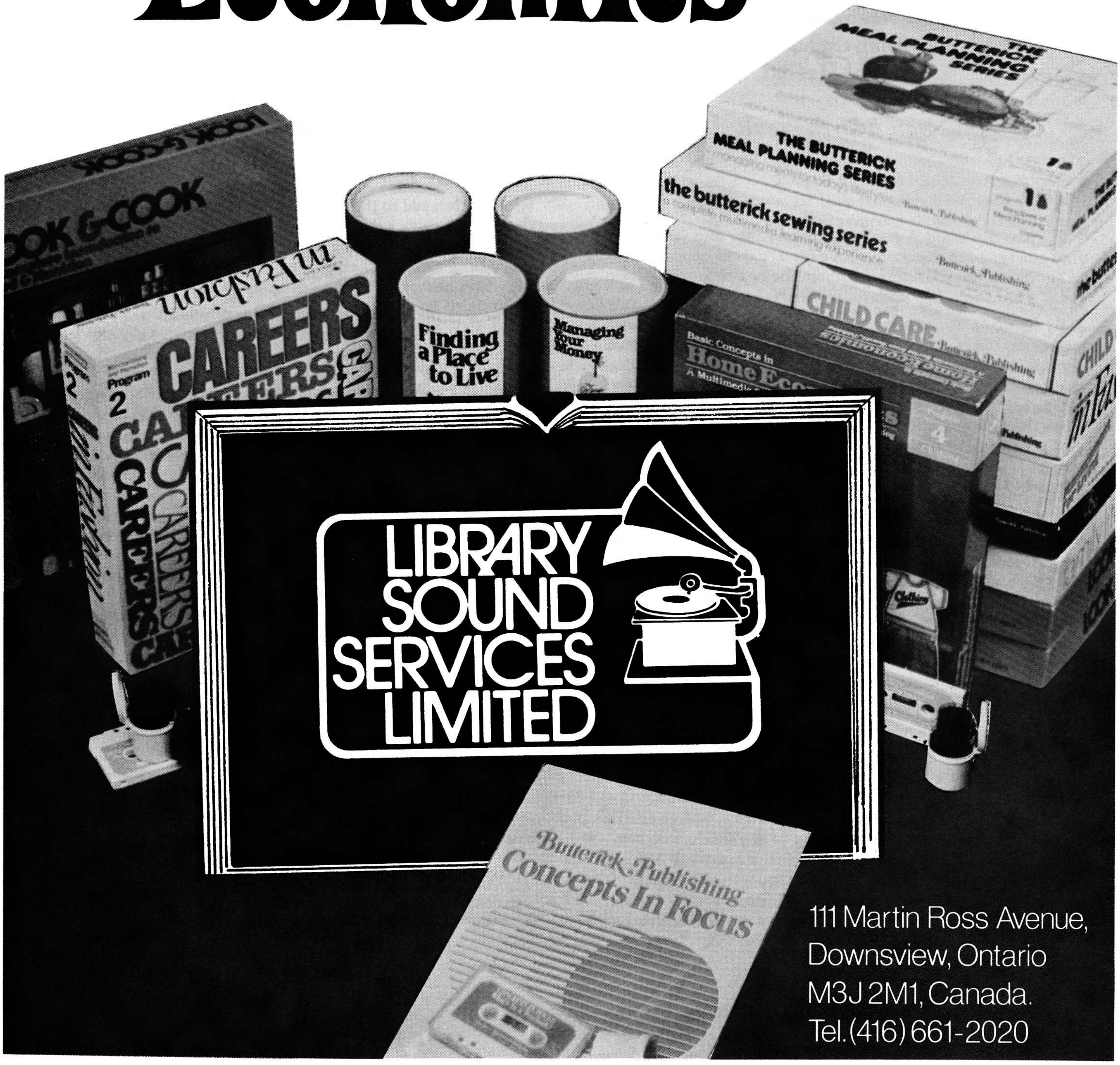
Gail Marchessault received her BHE at the University of Manitoba in 1977 and completed a dietetic internship specializing in therapeutic nutrition at Kingston General Hospital in 1978. She is currently working with Medical Services Branch, Health and Welfare Canada as Regional Nutritionist for Indian Reserves in Manitoba and is a member of CHEA Foods and Nutrition Committee.

A Fresh Look at Educational Materials for

Home Economics



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Abstracts of Current Literature

Submitted by
Faculty of Home Economics
University of Alberta

Work careers of ever married and never married women.
N. Keating and B. Jeffrey
1983
The Gerontologist, In Press.

The increasing number of women in the Canadian work force has led to a new focus by researchers on the involvement of women in both work and family roles. Keating and Jeffrey in a study of work and family roles of retired women evaluated life career patterns of 80 retired women. They hypothesized that factors such as age cohort, historical events and relative salience of work and family roles would affect both movement in and out of the work force as well as style or quality of involvement in work. A discriminant analysis showed that marital status affected the form of women's work careers with married women having an average of 2.1 gaps in work and single women an average of .68. The majority of married women (80%) and a smaller proportion of single women (20%) gave family reasons for the first gap in work. Most women had inflexible work histories in which they had several jobs with little career progression. However, more single than married women had passive styles of involvement in work with external events dictating shifts in jobs. Because of the importance of the historical context of socialization for work and family roles, the authors suggest that similar research be carried out on younger cohorts of women.

Frederick J. Morrison, PhD

Applied developmental psychology.
F.J. Morrison, C. Lord and D.P. Keating.
1983
Applied Developmental Psychology, New York: Academic Press, In Press.

The chapter presents an analysis of current trends in the field of developmental psychology. The authors first analyze previous historical movements in the field away from a broad interdisciplinary focus on the child to more narrow specialization and isolation within sub-areas. They present a critique of these trends and point to signs that a radical reordering of priorities is in progress. In particular, a diverse set of research findings testifies to the importance of specialized knowledge (like reading or mathematics) in shaping cognitive growth in children. Other evidence reveals the centrality of context in whether and how children will manifest certain "developmental phenomena" (e.g., egocentrism, stranger anxiety). The point of their analysis is that, in order to gain a truer understanding of how cognitive and social development proceeds, we need to be much more sensitive to the role of real-world knowledge and settings in shaping development. As such, future work will need to focus on more applied topics like reading acquisition or the effects of day-care to provide a fuller picture of the nature of development. The authors conclude with some suggestions about the kinds of research strategies that will be needed in the coming years.

Norah Keating, PhD

The new sex education and the sexual revolution: A critical review.
L.L. Shornack and E. Shornack
1982
Family Relations, 31: 531.

Professionals who are engaged in sex education, whether from community or school perspectives, will find this to be a thought-provoking article. The thesis of this article is that those who advocate sex education ought to "justify or disavow" various aspects of it in a democratic debate. In this article the authors are against "group-centered" sex education, as that is used with adolescent groups.

Those who have been following the development of sex education over the past twenty years will readily recognize that these authors appear unaware that the great debates have come and gone. The authors, however, alert us to the continual controversial nature of sex education.

While sex education has never made rash claims of being able to reduce things such as teenage pregnancy or venereal disease, this article suggests that this also is a clear failing of modern day sex education.

In sum, this article is instructive in that there are those who appear to condemn sex education for the wrong reasons (what it can't do, i.e., prevent premarital pregnancy and V.D.), or to equate a technique they don't like (group-centeredness) with a failing of the program.

Wesley Adams, PhD

Removal of pesticide residues from fabrics by laundering.
E. Easter
1983
Textile Chemist and Colorist, 15: 47-51

There has been much progress in the elimination of pesticide residues from agricultural products but little work has been done to protect farm workers from these residues. The Task Group for Occupational Safety (U.S.A.) states that "all protective clothing shall be thoroughly washed after each day's use." Previous research has focused on the ease of removal of particular pesticides during cleaning. In this paper an attempt was made to determine whether pesticides can be removed from fabrics in a manner similar to the removal of common soil.

Two pesticides were used: (1) Captan (Stauffer Chemical Company), an aqueous suspension of pesticide and inert clay particles, thus similar to particulate soil, and (2) Guthion (Mobay Chemical Company), a pesticide dispersed in petroleum distillates, hence, typical of an oily soil. The two fabrics soiled with pesticide were a 100% cotton 14 oz. denim and a light weight Gore Tex® fabric consisting of

two layers of nylon laminated to a central microporous film of polytetrafluoroethylene.

Fabric samples were sprayed once with a 0.12% pesticide solution, dried, then washed for 12 minutes at three temperatures (38C, 49C or 60C) in an Atlas Launder-Ometer. A 0.25% detergent solution of Liquid-All, a mixture of anionic and nonionic surfactants, was used.

In general, the amount of pesticide removed by laundering was high, varying from 72.7% to 99.8%. An increase in temperature resulted in an increase in pesticide removal. Captan, the particulate-based pesticide, was most difficult to remove from the cotton denim, perhaps because the very fine inert clay particles became trapped in fiber and yarn crevices. Removal of 99.6% of the pesticide was possible, however, at a wash temperature of 60C. Captan was readily removed from Gore Tex even at a wash temperature of 38C, perhaps because the nylon fibers are smooth and trap fewer particles.

Guthion, the petroleum-based pesticide, was more difficult to wash out of Gore Tex than cotton denim; at 60C, 91.5% was removed from Gore Tex compared to 97.9% from cotton denim. Organic chemicals like petroleum distillates are more readily absorbed by nylon than cotton; therefore, they are difficult to remove by wet cleaning.

Toxicity levels for each pesticide were not reported, nor was the residual amount of active ingredient on each fabric determined. •

Nancy Kerr, PhD

The coming of a leisure society?
O. Newman
1983
Leisure Studies, 2:97-109

Reference is often made to the emergence of a "leisure society". In an attempt to gain a better understanding of what is meant by this term, the author describes two theories of leisure and examines each for its contribution to a better understanding of the concept of a leisure society.

Leisure is identified as one of a triad of factors, work, consumption and leisure, which comprise the basic structure of social existence. The nature of each of these and their interrelation with each other is changing. For instance, there is a shift from the work sphere to consumption and leisure as the major source of ego identity; and there is an increasing move toward privitization and home-centredness which influence an increasing capital investment in household goods. This latter trend requires a high degree of technical competence in the selection and maintenance of capital goods and leads to the observation that, in both the consumption and work spheres, a considerable level of expertise is needed for optimal personal functioning.

Given this scenerio of the work and consumption aspects of life, the role of the third factor, leisure, has been theorized from dichotomous perspectives. The first sees leisure as the antithesis of the values which motivate individuals to seek high productivity in work and consumption pursuits. Instead leisure is seen as "time out" for the pursuit of tranquility, simplicity and self-actualization. The second theory sees leisure as being influenced by those same values that influence the other spheres of life and, consequently, leisure time must be made "to count", there must be some productivity from leisure pursuits.

There appears to be greater justification for the latter theory of leisure, however, this theory is insufficient to provide a realistic basis for understanding the concept of the leisure society. True understanding, the author contends, must consider the social realities of class, power and social relations. Only then will we begin to grasp the significance of this concept to which reference is so frequently, but often superficially, made.

Kathryn F. Laverty, MS

A Twinning Challenge!

Anita C.G. Styba

Twinning and community development projects were focal points of discussion at the **International Development Workshops**, held July 8-10, 1983 at the University of Moncton. The twinning concept involves linkage between two associations for exchange of ideas and information. It is a process of human relationships which develops greater awareness of cultural values and patterns. Projects and funding may be an outgrowth of twinning, but are not necessary aspects of the process.

Anita Styba is a 4-H and youth specialist with the Youth Section of Manitoba Agriculture in Thompson, Manitoba.

The fact that the concepts, recommendations, benefits, and problems encountered in the twinning projects of CHEA with developing countries can be applied to development needs within Canada, was a memorable part of the workshop for me.

Northern Manitoba, where I work, presents the same challenge of "maintaining cultural values while achieving basic needs" as the twinning projects that were described. Communication difficulties exist with language and education-level differences. Transportation to and from isolated fly-in communities is expensive and dependent on weather conditions. The different pace of life and concept of time is a major frustration because large investments of time and effort do not yield quick results. One must learn to deal with the limitations and accept the fact that development is a long-term process.

Just as the challenges are the same, so are the benefits. Sensitivity to the needs and differences in cultures, democratic involvement in the planning and implementation of ideas, and mutual respect is developed. The outcome is greater awareness, understanding, and appreciation of another culture.

Development needs are present not only in the remote areas of Canada, but also, in the core areas of the cities, and among immigrant refugees. One of the international students in attendance, reminded us that we should not overlook the development needs within Canada. Shall we try **Inner** — national twinning? •

A Budget Book and Much More by *Robert F. Bohn*. Toronto: Kendall/Hunt, 1980. 110 pages; softcover $5.95

The "much more" in the title of this book refers to information and worksheets on personal and family goals, family activities, time and assets. As well, budget sheets and financial and shopping tips are included. The idea behind this book is good — the theory of money management as well as the tools (worksheets) for implementing the theory are included. But for the layperson who has not done any recordkeeping, the pages and pages of worksheets for time budgets, grocery inventories and vacation records might be somewhat overwhelming. A special feature is the inclusion of perforated pages so that the worksheets can be easily filed.

Though extensive in its inclusion of topics, more information would be needed by consumers in areas such as estate planning and insurance.

The *Budget Book and Much More* would be useful to home economists interested in obtaining ideas for various recordkeeping forms.

Reviewed by:
Jean Wilson, BSc, MS
Family Resource Management Specialist
Alberta Agriculture, Edmonton

The Consumer Handbook by *Lynne Gordon*. Toronto: McClelland and Stewart, 1981. 256 pages; softcover $11.95.

Lynne Gordon, a journalist, covers a wide range of consumer concerns in her *Guide to Beating Inflation, Exploitation*, and the *Latest Commercial Ripoffs*. Fitness clubs, housing, travel, pets, health care and food shopping are among the numerous topics covered in a cursory manner. Aimed at the general public, *The Consumer Handbook* is easy and interesting to read, but some of her vague references may mislead consumers. As a general guide to current consumer concerns, this book is adequate, but one wonders if the consumers who could use the information would ever read the book.

It is unfortunate that the binding on *The Consumer Handbook* did not stand up to one reading.

Reviewed by:
Jean Wilson, BSc, MS
Family Resource Management Specialist
Alberta Agriculture, Edmonton

In Celebration of the Curious Mind by *Nora Rodgers and Martha Stanley*, Editors. Loveland, Colorado: Interweave Press, 1983. 120 pages; softcover $12.50.

This book was written in celebration of Ann Blinks' 80th birthday and to acknowledge her significant contribution to the world of weaving, its history and preservation. Blinks personal expertise is in the analysis of historical textile structures so that she is able to reconstruct the original equipment, methods and materials used in their production. Ultimately she produces technically and aesthetically accurate fabric replicas.

Reflecting Blinks' personal interests, the editors have included articles from eleven invited contributors each with his own textile-related expertise. Some are handweavers, some artists, some textile scholars and some breeders of black sheep, but all have had professional contact with Blinks. And it is this interpersonal connection that gives the book a sense of continuity and purpose.

Each article is on a technical or historical aspect of weaving and/or related area. This exposes the reader to a wide variety of material from many different sources and geographic locations such as Japan, Peru and Turkey. The book itself is well illustrated with large, clear color and black and white photos. Technical information relating to actual fabric structure is presented in easy to understand graphs. Also included are equipment diagrams making it possible for the reader to duplicate many of the fabrics that are shown.

This book would be an excellent reference for anyone interested in contemporary or historical textile production. All articles are accompanied by complete bibliographies so it would also provide the textile researcher with excellent reference material for further study. Perhaps, more importantly, this book best reflects the philosophy of the person to whom it was dedicated by simply being enjoyable reading for anyone who has a curious mind and can appreciate the beauty of form.

Reviewed by:
Barbara Lanz, MS
Assistant Professor,
University of Windsor
Windsor, Ontario

Everywoman's Book of Nutrition by *Jane Hope and Dr. Elizabeth Bright-See*. Scarborough, Ontario: McGraw-Hill Ryerson, 1982; 220 pages; softcover $8.95.

Recognizing that females have different nutritional needs throughout their lives than males, and that these needs have generally been ignored with the exception of pregnancy and lactation, the authors have written an easy-to-read book to fill the gap.

They state that the book was written mainly for women . . . today's women . . . active, involved in careers and families, concerned with managing time, family, health and fitness.

In a personal, conversational style, they address the special nutritional concerns of women throughout their life cycle — from infant to child to teenager (with such related problems as snacking, acne, dieting, pregnancy), to adult (and its related concerns of pregnancy/lactation, career, feeding a family on a limited budget and with limited time, weight control, drugs), and the special needs of older women (overweight, nutrient deficiencies, osteoporosis, constipation). The authors explain some of the specific nutritional requirements, dietary hazards and pitfalls and suggest "eating strategies" to avoid problems, described in terms the average woman could understand.

Though all stages of life are covered, Hope and Bright-See suggest the reader select only the information that applies to her own situation. An index is included for ease in locating specific information. For those with special therapeutic diets, they suggest community help through nutritionists/ dietitians.

Written for North American use, both U.S. and Canadian sources are cited. This book is recommended as a resource for schools as well as the personal libraries of every woman.

(The authors were awarded the 1983 General Foods Award for Excellence in Nutrition Communication) for their work in researching and writing *Everywoman's Book of Nutrition*).

Reviewed by:
Kathryn Baranovsky, BHEc
Winnipeg, Manitoba.

What is Home Economics Education by *Marjorie Brown*. University of Minnesota, 1980. (ERIC Document Reproduction Service No. ED 199 546.) 157 pages, $13.56*

There is a new way of talking about education, professions, research and a multitude of other topics too numerous to mention. Terms like conceptualization, reflection, dialectic, critical consciousness, interpretive, normative, critical skills, positivistic sciences, mechanistic view, hermeneutic and interpretive sciences, abound. The reference lists for such works usually include names such as Jurgen Habermas, Herbert Marcuse, and Paulo Freire, to name a few. If this work is your introduction to this intellectual *set* you are in for an experience — to say nothing of the frustration you may encounter wading through pages 1 to 80. **I urge you** though, **to persevere**, for Brown has some interesting ideas about the *conceptualization* of home economics education which she terms as what we seek to do, what questions are significant, what knowledge is appropriate, and what kind of inquiry needs to go on in the field. Though Brown would be the first to insist on the importance of all of us engaging in dialogue and reflection as a means of formulating answers, she does offer her own insights. These constitute *Part IV — Home Economics Education: A Conceptualization* — a collection of Brown's thoughts on **home economics curriculum** for schools, **college programs, graduate research** and **graduate programs** in home economics faculties and home economics education programs. Brown's suggestions are based on some assumptions you may or may not accept:

- home economics is a professional field rather than a discipline (page 31)
- home economics is a personal service profession as opposed to to impersonal service (page 31)
- one area of idealogical beliefs which the family needs to face and to recognize as false concerns the system of concepts and values which the corporate enterprise system has forced upon the family and the work of the home (page 107).

On the other hand, you too may have come, in quite a different way, to believe that home economics educators have sought to have programs in schools be too many things to too many people or that research contributions would be far more significant if inquiry sought to organize existing knowledge rather than carrying out the many ill-conceived efforts at producing new knowledge that does not contribute to the problems the profession should address.

Brown's purpose is to search for a meaning for home economics education which would help us clarify and justify what to do in practice, to ask the question "On what basis will we make our future decisions?" Brown's mode of inquiry may or may not appeal, but she has certainly put more thought into this question than many of us have and her sense of urgency is compelling. In formulating the question she has given impetus to look a little more carefully at what we do — and more importantly — why. **This is an important paper**. For those concerned with home economics or home economics education program development at college level and for those concerned with curriculum development for high school home economics programs, it is a must — if only to get us started in counter proposals that will force us to clarify our own approaches to what we do professionally.

Reviewed by:
Verna Lefebvre, PhD
University of Alberta
Edmonton, Alberta

*Available through EDRS, 3030 North Fairfax Drive, Arlington, Virginia 22201

Today's Teen by *Joan Kelly and Eddye Eubanks Landers*. Peoria, Illinois, Chas. A. Bennett, 1981. 448 pages; $19.50.*

Today's Teen is an updated revised version bearing little resemblance to previous texts with that title. The cover, print, illustrations and format are visually appealing to the reader. The book is written for students 14 or 15 years of age. A teacher could easily use the book to introduce the student to all five areas of home economics. Related careers are emphasized in every section of the book as well as in a separate chapter devoted to careers.

In each chapter reasonable, feasible activities are suggested which are helpful to student and teacher. At the end of the book additional readings are listed. Some of the readings are *sixties* dated rather than late *seventies*.

The largest portion of *Today's Teen* is devoted to personal living skills: human relations, housing and management. Human relations, particularly child care, is well done. The housing section reflects human needs but avoids any topical references to energy conservation and solar heat. The housing-design component is concise with many appropriate pictures. References to general design are also found in the clothing and food sections; attempting to foster awareness for good design in all facets of life. Consumerism and management have short sections devoted to basic facts concerning home and human resource management. As with design, decision making and wise buying are infused into other areas of the book.

The clothing illustrations and information are concise and complete. As an American reference metric conversion charts and other information are presented in a transitional manner; some of the material remains in Imperial measurements.

Today's Teen is an introductory text for home economics students. The text would be an asset to a teacher. Because the book attempts to do all things for all areas of home economics in 423 pages, supplementary material will have to augment this resource, particularly in foods and nutrition.

Reviewed by:
Elizabeth M.Q. Wolfe, BHEc, MEd
Calgary, Alberta

**Editor's Note:* A Student Guide, $4.95 and a Teacher's Guide, $9.95 are available.

Atwater Factors

To replace the general Atwater kilocalorie factors 4, 9, 4 and 7 for mixed diets, average conversion factors have been derived from individual factors weighted for distribution in North American diets by the method of Merrill and Watt (Energy Value of foods, 1973, U.S.D.A., Hd No. 74).

The resultant derived rounded kilojoule factors for mixed diets are:

ENERGY SOURCE	ATWATER KILOJOULE FACTOR	ATWATER KILOCALORIE FACTOR
Protein	17 kJ/g	4 kcal/g
Fat	37 kJ/g	9 kcal/g
Carbohydrate	17 kJ/g	4 kcal/g
Alcohol	29 kJ/g	7 kcal/g

The energy value of a given diet prescription is arrived at by multiplying the quantity of protein, fat or carbohydrate by 17 kJ, 37 kJ, 17 kJ respectively. The total daily energy value can be rounded off to the nearest 500 kJ.

To illustrate this new concept the following expressions could be substituted for the common expression of "food or diet has X calories":

- "the energy content of a food is X kJ (kilojoules)"
- "a food provides X kJ"
- "a food has an energy value of X kJ"

Replacement terms for some common expressions are as follows:

- Calorie intake — energy intake
- Calorie requirement — energy requirement
- Calorie value — energy value specific energy
- Caloric balance — energy balance
- Per cent fat Calorie — per cent energy from fat
- Isocaloric — of equal energy value isoenergetic
- Low Calorie diet — controlled energy diet

Source: Implementation of Conversion to the Kilojoule — Metric Commission Canada.

Stability of Vitamins in Cooked Enriched Spaghetti

Cooking enriched spaghetti to the *al dente* stage has more going for it than just taste and texture. A study conducted by the Canadian Grain Commission found that riboflavin, thiamin and niacin were rapidly lost during cooking. A loss of riboflavin and niacin was from the combined effects of leaching into the cooking water and vitamin degradation. The niacin loss was caused by leaching only.

The vitamin retention in the cooked laboratory spaghetti was 30% for riboflavin, 39% for thiamin and 48% for niacin. These results were confirmed for three Canadian commercial enriched spaghetti samples.

The presence or absence of salt had a negligible effect on the rate of loss for all three vitamins during cooking. In overcooked spaghetti, thiamin decreased to a much greater extent than the other two vitamins.

Source: Food Communique, Agriculture Canada, No. 2, 1983.

Whey-Based Beverage Mixes

The Spring, 1983 issue of *Insight*, (Newsletter of the Health Protection Branch — Western Region), made the following statement on the sale of whey-based beverages:

> The Health Protection Branch advises consumers and distributors of whey-based beverage mixes manufactured by Pure D-Lite Corporation that these products have been reviewed for composition, labelling and advertising, and have been found to be in violation of the Food and Drugs Act and Regulations.
>
> These products were being promoted directly or indirectly as milk substitutes. They are nutritionally inferior to milk, and therefore should not be used in place of infant formula or milk in the feeding of infants, children or other persons for whom milk is an important dietary constituent.
>
> Consultations are being held with the manufacturer to apprise him of the Canadian regulatory requirements. Until these products conform with the Canadian regulations, the Branch will continue to prevent their distribution in Canada.

Mitchum-Thayer Announces NoSalt

Mitchum-Thayer, a Revlon health care company, recently announced the introduction of NoSalt — a salt alternative for people who want to reduce their daily intake of sodium chloride (salt) without giving up its flavor.

NoSalt is comprised primarily of potassium chloride: potassium is an essential nutrient found in the human body. In addition, NoSalt blends taste enhancers with the potassium chloride to provide consistent flavoring.

NoSalt looks and flavors like salt and is used in the same proportion or less, both in cooking and at the table. This means that when a recipe calls for salt, sodium-conscious consumers can easily season with NoSalt. The significant difference between the two is that one teaspoon of table salt contains 2,300 milligrams of sodium while the same amount of NoSalt has less than one milligram.

The Nutritional Aspect of Dental Health

Cariogenic foods are those which stimulate the production of acid by bacteria in the mouth. The minerals, calcium and phosphorous, which are found in tooth enamel, become soluble in the presence of acid. This demineralization leads to the formation of dental caries.

An eating pattern of three meals a day allows the pH of the mouth to return to neutral between meals. This prevents further demineralization and even allows some of the minerals to be reabsorbed into the enamel. A food consumption pattern combining meals with cariogenic snacks keeps the pH in the acid attack range and does not permit remineralization. As snacking is an acknowledged part of life for many persons, what kind of snacks are best? The research, which will be ongoing for some time, indicates that some snacks are better than others.

The perfect snack is defined as something which satisfies the nibbler while at the same time providing nutrients and causing as little damage to the teeth as possible. The perfect snack would be expected to have the following characteristics: delicious; non-cariogenic; eaten at once unlike sugar gum or toffee; crisp, chewy to stimulate salivary glands; low in calories; nutritious, low in salt; readily available from vending machine or variety store (therefore pre-packaged); not messy to eat; non-adhesive; and portable in purse or pocket.

Current research is focussing on the dental effects of particular foods rather than on groups of foods due to the fact that the total sugar is not an accurate indication of the cariogenic potential of a food. Components of food other than sugar affect the cariogenicity of the item. For example, fat appears to be cariostatic.

Another factor to consider is the acidogenicity of foods. Peanuts actually raise plaque pH; apples, which are inherently acid like all fruits, also contain enough sugar to sustain bacterial activity. Studies also indicate that oral pH tends to relate to the food last consumed. Cheese eaten after a canned pear raises the pH of the plaque previously lowered.

In light of this research, a list of contenders for the perfect snack can be established. They are: cheese and crackers; cereal (unsweetened) and milk; plain yogurt; vegetables; nuts and seeds; hard cooked egg; peanuts; bagel; peanut butter with bread or crackers; pizza; hog dog; hamburger; vegetable juice; and soup.

The indications are that the search for the perfect snack will not be finished for some years to come. Ongoing research into new products using acceptable sugar substitutes or anti-cariogenic phosphate additives holds some promise. For the present, it appears those of us involved in patient or public education are constrained by the limitations of the short list described.

Source: Summarized from The Search for the Perfect Snack by Marion Law, Nutrition Quarterly, Volume 5, Number 4, 1981.

Snacking Patterns of Ontario Children and Teenagers

The Canadian Soft Drink Association inaugurated a newsletter entitled *Perspectives* this past spring. In the first issue, Dr. G. Harvey Anderson reports on research conducted in 1978 on the snacking patterns of Ontario children and teenagers. The report shows persons eating 3.6 snacks per day, with cookies having the highest frequency of consumption followed by fruit, white milk and soft drinks. When rated by age group and sex for their 16 most popular snacks, the following results were recorded: 5-6 years (Males) — rank 1 cookies, rank 8 soft drinks; 5-6 years (Females) — rank 1 fruit, rank 10 soft drinks; 11-12 years (Males) — rank 1 white milk, rank 4 soft drinks; 11-12 years (Females) — rank 1 fruit, rank 5 soft drinks; 16-17 years (Males) — rank 1 soft drinks; 16-17 years (Females) — rank 1 white milk, rank 6 soft drinks.

Anderson states "Yet, contrary to popular belief, the role of the so-called *empty calorie* foods which many people associate with between meal eating, has been exaggerated. While snacking is common among this age group, the food items chosen include a wide range of nutritious foods as well as non-nutritive products, such as soft drinks."

Anyone wishing to further review the results of Anderson's study may write: *Canadian Soft Drink Association, 443 University Avenue, Toronto, Ontario. M5G 1T8 and request Perspective, Volume 1, Number 1, Spring 1983.*

In The Marketplace:

• *Cheques* Canadian financial institutions are introducing a new type of cheque to make banking an easier task for blind customers. Already available in the chartered banks, the cheques have larger type, high-contrast printing and perforated lines. Trust companies and other institutions are expected to supply the cheques in about two months. Banks also are considering installing Braille buttons on their automatic banking machines and may produce new credit cards suited to the needs of the blind.

• *Nutrition Labelling* The federal government has unveiled a proposal for standards of nutritional labelling on processed food packages, but plans to collect comments from consumers and industry officials for a year before taking any action. The government proposes to require a detailed breakdown of nutrients on labels of any foods for which claims about food value have been made, either on the label or in advertising. A nutritionist from Health and Welfare Canada estimates that the rules would apply to about 40% of the processed foods on the market. Labelling would be voluntary for other foods. Any new regulations are likely several years away.

• *Baby Walkers* A U.S. child development researcher has reported that children who use baby walkers don't learn to walk faster or better than those who don't use them. He adds that more than 17,000 children in the U.S. suffered injuries while using walkers in 1981. While U.S. standards require walkers to be strong enough to support a child's weight without collapsing, and to have protected joints to prevent a child's hand from being pinched, neither the Canadian government nor the Canadian Standards Association has regulated the product. However, as the federal Department of Consumer and Corporate Affairs has received numerous complaints about walkers from hospitals, pediatricians and consumers, plans are being made to review their safety.

• *Automobile Booster Cushions* Recent amendments to the Motor Vehicle Safety Act allow Canadian children to use automobile booster cushions in either the front or back seat of a car. The cushions, secured with the car's lap belt or lap-shoulder belt, cannot have an additional harness. The Consumers Association of Canada believes that cushions without shoulder harnesses expose children to greater risk of head injury. Used in the front seat, the cushions are harnessed with the car's shoulder belt, which restrains the child's upper body. But in the back seat with only a lap belt, nothing stops forward momentum. A Transport Canada safety official said the government was concerned about possible abdominal injuries to children in booster cushions equipped with their own harnesses if children slid under the lap belt in a collision. The ideal system would involve use of a lap-shoulder belt in the back seat as well as the front. Safety officials hope to convince auto manufacturers to install such belts.

The booster seats, which sell for about $ 20 to $ 30, arrived on the market this spring. Federal officials warn parents that kitchen booster seats should never be used as auto booster seats because they "fold like accordians" when exposed to collision forces. Approved auto booster seats are designed to withstand forces of up to 500 pounds.

Source: Market Highlights, Alberta Consumer and Corporate Affairs — selected items and issues January — April, 1983. •

SOFT DRINKS. THE HARD FACTS.

It's a fact that soft drinks are a part of everyone's lifestyle. So you may want to know what's in them.

To give you the opportunity to learn the hard facts about soft drinks, the Canadian Soft Drink Association has put together a booklet called, "The Facts About Soft Drinks."

We are not suggesting that soft drinks are a substitute for proper nutrition. But, when they're taken in moderation with a balanced diet, they're a refreshing taste treat.

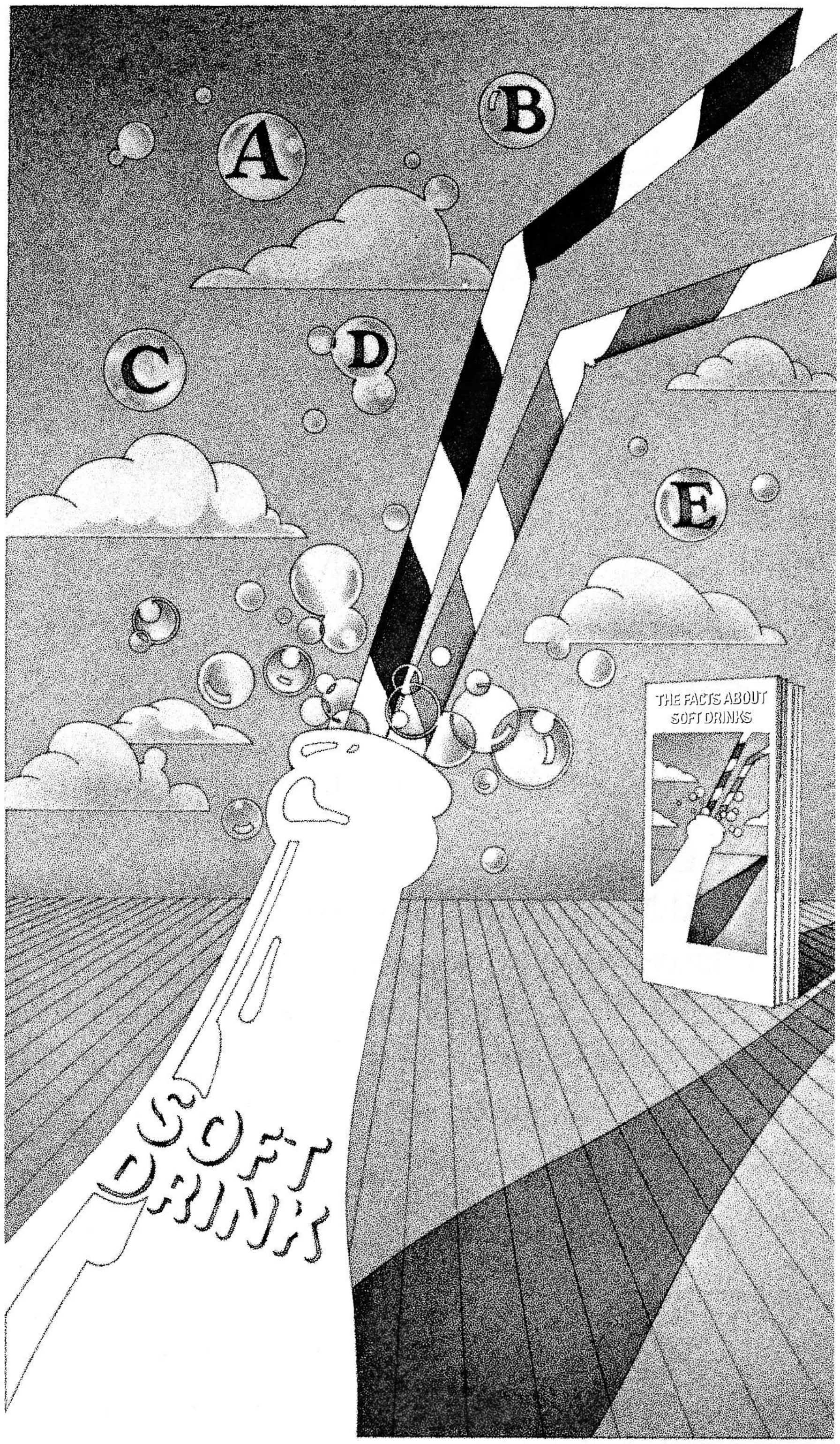
The booklet can tell you all about soft drinks: what they're made of, how they're produced, their history, diet implications and other important facts.

The booklet is free for the asking.

If you'd like to receive it or if you'd like to know more about the soft drink industry, just drop us a line.

We'd like to give you the hard facts about soft drinks.

Canadian Soft Drink Association,
5th Floor,
443 University
Avenue, Toronto,
Ontario M5G 1T8.



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

New Publications and Visuals

A Moveable Feast

A Moveable Feast — is a new Canadian film about breast-feeding, endorsed by the Canadian Paediatric Society. The film is designed to answer questions such as: How is mother's milk made? How will breast-feeding affect my sexuality? What should I be eating while I'm breast-feeding? Can I breast-feed and work? Can I breast-feed twins? Will alcohol, drugs and smoking affect breast-feeding and the baby?

Using documentary footage, animation and dramatized skits, *A Moveable Feast* takes a refreshing look at many of the common myths, questions and concerns encountered by new mothers. Doctors, nurses, new mothers, fathers, and mothers-to-be discuss post natal nutrition, breast-feeding for the first time, the advantage of breast-feeding, the male point of view, and the physiology of breast milk and milk production.

A Moveable Feast is suitable for pre-natal classes, public health units, clinics, high schools, colleges and universities. The producers of the film suggest that it is an excellent catalyst for group discussion. The film is available for preview and rental. The film was produced in 1981. It is a 16 mm, color, 26-1/2 minute reel. The 1981 sale price was $475, the rental was $ 45 per day, plus handling. Also available for sale are three-quarter and one-half inch video cassettes at $ 325.

For more information and to confirm the prices, contact: Asterisk Educational Media Inc., 72 Coolmine Road, Toronto, Canada M6J 3E9 Phone: (416)535-8814.

Living With Diabetes — A Self-Help Manual

A new self-help manual for people with diabetes is being created by the University of Toronto's Department of Nutritional Sciences. Professor Heather Maclean directs the two-year project, which will involve interviewing people with diabetes to determine what it is like coping with the illness. Diabetes was chosen as the focus of the research because it is one of the most complex of the chronic illnesses. Its treatment involves diet, medication, exercise and lifestyle changes. Results of the project will also be relevant to people who suffer other chronic illnesses.

The manual will include activities to help people assess their coping skills and identify areas of change as well as resources available to people with diabetes. "It will emphasize the other side of diabetes — what it's like to live with medical demands and how to integrate treatment into one's life in a satisfactory way and will be of interest to spouses, friends, relatives & health professionals.

For further information contact: Barbara Oram, Department of Nutritional Sciences, University of Toronto. Phone: (416)978-4516.

The Buying Guide

The 7th Revised Edition of *The Buying Guide for Fresh Fruits, Vegetables, Herbs, and Nuts* is now available. This book is popular with both homemakers and professionals, and for use in universities and colleges.

A small *Buying Guide* was first published in 1946, the theory being that the consumer should be informed about how to buy, how to store and how to use fresh fruits and vegetables — and to be informed about the nutritional factors of all these products commonly used in North American homes. *The Buying Guide* fills that need with information for dietitians, instructors, libraries, schools, food stores, home economists, students, and homemakers.

The book includes more than 235 four-colour pictures of fruits, vegetables, herbs and nuts.

To order copies of the Buying Guide for Fresh Fruits, Vegetables, Herbs and Nuts, *contact: Blue Goose, Inc., Educational Department, P. O. Box 1118, Hagerstown, Maryland, U.S.A. 21740. Cost is $4.00 U.S.*

Also available from the Blue Goose, Inc. is a library of 35mm color slides for educational and/or training purposes. The cost of each slide is $ 1.00. 540 slides are currently available, and if the entire package is purchased, the cost is $400.

From Maytag's Consumer Department

The Maytag Company maintains an active consumer department. It prepares publications and technical bulletins concerning home laundry. Some of the publications they now have available are: *Special Baby, Special Clean-up, A Stain Removal Guide, Learn How to Predict Fabric Performance, What You Need to Know to Choose Your Laundry Detergent*, and *The Latest in Laundry*. Technical bulletins deal with: *The Use of Bleach in Home Laundry, The Effects of Wash Water Temperature on Laundry Results*, and *Soak Cycles Save Energy*.

To obtain copies of any of the above mentioned Maytag Consumer Education Department bulletins, write to: Maytag Company, Consumer Education Department, Newton, Iowa 50208.

Planning Your Finances

Winning the Money Game is a new color filmstrip designed for teaching senior high students the how-to's of financial planning. This contemporary filmstrip kit from the Money Management Institute of Household International includes a 15-minute, 88-frame filmstrip and cassette, a 37 page *Teacher's Guide* and three spirit masters.

Student audiences will readily identify with *Winning the Money Game*'s teenage stars who in real life are high school students themselves. As the filmstrip progresses, Vicky and Jim learn to establish goals, analyze spending habits, set up a financial plan, reduce expenses and make wise spending choices.

The comprehensive *Teacher's Guide* contains background information on today's changing financial scene, economic trends and new legislation. Also included are key concepts; teaching tools for introducing the subject matter and initiating discussion; learning activities and student projects; case studies featuring typical financial problems faced by people in different stages of life; a list of suggested resources; and the script text. The three spirit masters provide *hands-on* experience in filling out financial forms, setting up a financial plan and comparing savings alternatives.

The entire filmstrip kit, Winning the Money Game, is available for $ 5.50. Additional spirit masters are 25¢ per set. To obtain this teaching package, send a cheque or money order, along with your name and address, to the Money Management Institute, Household Finance Corporation of Canada, 85 Bloor Street East, Toronto, Ontario. M4W 1B4.

Calories: Making Every One Count

This unique publication is prepared by the staff of the Energy Management Division, Nova Scotia Department of Mines and Energy, in co-operation with the Nova Scotia Department of Education. The objective of the booklet is to promote energy conservation information as it can be incorporated into many school programs and courses. The format of information presentation is designed especially for home economics and consumer education teachers. It can also be used as a base for teachers and other disciplines who may wish to adapt it to their subject matter. The material is arranged under the headings Housing, Kitchen Energy Efficiency, and Clothing and Textiles. The knowledge can be used in a general manner or for specific lessons in energy conservation. An extremely useful section of the publication is the instructional activities. The 40 innovative ideas included range from: suggesting that each family would receive only one tank of gasoline every two weeks. The students must then decide how the family would use their car or cars differently; to having the students assess the merits of renting items instead of purchasing them. The discussion would be based on the treatise that most people own some major items which are used very little. Students would discuss how renting goods, rather than purchasing them, reduces the energy consumption in manufacturing because the same article is used several times.

A list of agencies from which additional information on conservation can be secured is provided. A bibliography of audio visual resources is also included. Many of the films mentioned in that listing may be borrowed from the National Film Board.

Further inquiries regarding Calories: Making Every One Count *should be directed to: Energy Officer, Nova Scotia Department of Mines and Energy, P. O. Box 668, Halifax, Nova Scotia. B3J 2T3.*

Microwaving Pork

Two publications are now available to those interested in cooking pork in the microwave.

• *Pork Microwave Cooking* is a publication of the National Pork Producers Council, 4715 Grand Avenue, Des Moine, Iowa. 50312.

• *Pork, Perfect Pork* is a publication of the Canadian Pork Council, 111 Sparks Street, Ottawa, Ontario K1P 5B5. Directions for microwaving the different cuts of pork are featured in this leaflet.

Fiber Trademarks Updated

The Man-Made Fiber Producers Association has published a new comprehensive list of basic fibre trademarks registered by the Member Companies of the Man-Made Fiber Producers Association. Their list does not include service marks, guarantees, warranties or variations of the fibre trademark. The list is useful for comparison purposes. It allows the consumer to determine the generic fibre name for any given manufacturer's trade name. The publication also indicates whether the specific fibre trademark is a filament yarn, a staple fibre, solution-dyed and some of the features of the manufacturing process, such as texturing and bulking. Trademarks of non-woven fabrics are also included.

Those interested in receiving a copy of Man-Made Fibers Fact Book Update: Trademarks, *should contact the Man-Made Fiber Producers Association, Inc., 1150-17th Street, Washington, D.C. 20036.*

Freshwater Fish

A Guide to Handling and Preparing Freshwater Fish by David G. Iredale and Roberta K. York has been published by the Fisheries Development Branch of the Department of Fisheries and Oceans. The book was written to meet the need that has arisen due to Canadians' increased interest in fish and the home processing methods related to its care. The book has sections on handling the catch, initial processing, preserving, and smoking. Many black and white pictures are included so that anglers may envision the process described. The cookery section of the book does not focus on recipes, rather it describes the various methods of cooking fish — baking, broiling, barbecuing, poaching, oven steaming, steaming, braising, stewing, deep frying, pan frying, and microwave cooking. Any recipes given in the book are given in both imperial and metric measurement. A table is used to detail the nutrient content of some species of freshwater fish.

To receive single copies of A Guide to Handling and Preparing Freshwater Fish, *write to: Fisheries Development Branch, Department of Fisheries and Oceans, 501 University Crescent, Winnipeg, Manitoba R3T 2N6.*

NOTE: Due to a heavy consumer demand, this publication is being distributed as single copies only.

From Agriculture Canada

• *Home Drying of Fruits and Vegetables Publication* A new, 37 page booklet on home drying has just been published by the Research Station, Agriculture Canada, Summerland, British Columbia. This publication gives detailed, step-by-step directions for drying fruits and vegetables, and making fruit leathers. Instructions are included for building a home dryer and also for solar drying methods.

It is available in Canada through bookstores or by mail from the Canadian Government Publishing Center, Supply and Services Canada, Ottawa, K1A 0S9. Price $ 2.95.

• *Pickles and Relishes* #1742/E focuses on the different types of home-prepared pickles and relishes as well as the ingredients necessary for successful products. Pickle problems are discussed and a buying guide for quantities of food needed is included.

• *Jams, Jellies and Other Preserves* #1753/E gives instructions on how to make jam, jelly, marmalade, conserves, preserves, fruit butter, freezer jam and sugarless jam, without the addition of pectin.

To obtain a free copy of either Pickles and Relishes or Jams, Jellies and Other Preserves, *write to: Communications Branch, Agriculture Canada, Ottawa, Ontario K1A 0C7.*

• *Homemade Dairy Products.* Many Canadians are at least three generations removed from the farm. How dairy products are made is often an enigma to consumers. To improve awareness and understanding of the science and special care required to make dairy foods, homemade dairy products recipes were tested by Food Advisory Division's experimental section. Recipes were developed for making butter, crème fraîche, ice cream (freezer and ice cream maker methods), sour cream, cottage cheese, ricotta cheese and yogurt. Nova Scotia Department of Agriculture and Marketing home economists provided background information for the recipe development.

To obtain a copy of the fact sheet write to: Anita Stanger, Food Consultant, Experimental Section, Food Advisory Division, Ottawa, Ontario K1A 0C7.

Use of Information Sources in the Purchase of Home Furnishing Textile Products

Lena Horne and E.M. Crown

Abstract

This study examines prepurchase information-seeking activities of blanket, drapery and furniture buyers. Four attributes of each product, namely price, fibre content, cleaning information and quality were examined. Sources of information about each attribute were identified and consumers' evaluations of their usefulness were assessed. A questionnaire was sent to 1,000 residents of the Province of Alberta in the Fall of 1979. The response rate was 20%. Analysis of the responses showed that usage of several sources of information was significantly associated ($p < 0.05$) with the income and education of respondents. There was no significant difference among buyers with different income or education levels with respect to the extent of information-seeking. There was a significant difference in the number of stores visited by buyers who paid different prices for upholstered furniture. Purchase experience of drapery buyers was significantly correlated with the number of information sources used. It is concluded that information-seeking is a means to reduce risk. Usage of information sources varies with the attributes of a product as well as the stage of decision-making.

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Résumé

Cette étude examine les activités d'information préalables à l'achat auxquelles se livrent les consommateurs de couvertures, tissus et meubles. On a examiné quatre attributs de chaque produit, à savoir, le prix, la composition, les instructions de nettoyage et la qualité. On a identifié des sources d'information pour chaque attribut et les consommateurs ont évalué leur utilité. En automne 1979, on a envoyé un questionnaire à 1000 résidents de la province d'Alberta. Le taux des réponses a été de 20%. L'analyse des réponses a montré que l'usage de plusieurs sources d'information était notablement lié ($p < 0.05$) aux revenus et à l'éducation des participants. Il n'y avait pas de différence significative parmi les consommateurs de revenus ou de niveau d'éducation différents quant à la quantité d'information recherchée. Il y avait une différence significative dans le nombre de magasins visités par les consommateurs qui payaient des prix différents pour les meubles tapissés. L'expérience d'achat des consommateurs de tissus était notablement liée au nombre de sources d'information utilisées. On en conclut que la recherche d'informations est un moyen de réduire les risques. L'usage des sources d'information varie en fonction des attributs d'un produit ainsi que de l'étape dans la prise de décision.

The continually changing variety of home furnishing textile products today indicates that they have become fashion items. Textile products with various fibre contents, designs, constructions and finishes are produced to meet consumers' demand for attractive home furnishings. These home furnishing products require methods of maintenance which are appropriate for the specific textile fibres from which they are made. A label is one of the means through which care information is disseminated. In Canada, the Textile Labelling Act stipulates the manner in which fibre content of textile products must be presented. Care labels, however, are not mandatory. While the potential benefit of fibre content labels cannot be fully realized unless consumers have some knowledge of textiles, care lables are designed to facilitate interpretation by using symbols which can be easily associated with the actual maintenance procedure. There is evidence, however, to suggest that care symbols have not been interpreted correctly (Wall, 1978). This may be an indication of a lack of understanding of the meaning of care symbols. A better understanding of usage of various information sources might lead to a more effective utilization of them to induce awareness and understanding of textile-related information. This study, therefore, was undertaken with a view to learning more about the prepurchase information search activities of purchasers of blankets, draperies, and upholstered furniture.

Several objectives were set for this study. The first objective was to determine the type of information most consumers seek when purchasing any of the three products. Types of information include price, fibre content, quality, cleaning methods and other characteristics they deemed important. The second objective was to examine different sources of infor-

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mation consumers use during the purchase process and the perceived usefulness of these sources. Three categories of information sources have been identified — marketer-dominated, consumer-oriented, or neutral. The third objective was to explore the relationships between prepurchase information search and income, education, purchase experience and product cost.

Related Literature

According to Engel and Blackwell (1982), the decision to purchase a product begins with the recognition of a problem which motivates consumers to look for product-related information. The propensity to search, however, depends on various factors, one of which is the amount of information that consumers already possess. Findings of Bennett and Mandell (1969) suggest that repeat purchase of the same brand of goods will lower consumers' propensity to search for information. All three products chosen for this study were not routine purchases. It was assumed, however, that life of the three products would be varied and therefore, repeat purchases might be made for various reasons. The number of repeat purchases of blankets might be higher than the number of repeat purchases of either drapery or upholstered furniture. As consumers engage in purchase of the same category of goods, their pool of information will progressively expand; hence, in subsequent purchases of the same product, less time and effort would have to be expended. Of the three products in this study, upholstered furniture was assumed to have the longest product life; therefore, repeat purchase would not be frequent. When the need to purchase such items arises, consumers' propensity to search may be higher.

Information-seeking activities are also affected by consumers' willingness to search for information. The willingness to search depends on the benefits and risks as perceived by consumers. Perception of potential benefits gained from search is largely governed by consumers' social and economic backgrounds. Findings of Katona and Mueller (1955), Newman and Staelin (1972, 1973), Claxton, Fry and Portis (1974) and Andreasen and Ratchford (1976) suggest that consumers who have lower income or education tend to seek less information. Consumers may also perceive various risks before making a purchase decision, one of which is economic. Consumers attempt to reduce perceived economic risks by accumulating product information for purposes of evaluation and comparison. Newman and Staelin (1972) found that appliance buyers sought more information as the cost of the appliance increased. The three products chosen for this study represent a variation in price: blankets were considered less expensive than either draperies or upholstered furniture.

Sources from which information is gathered may be categorized as marketer-dominated, consumer-oriented or neutral (Cox, 1967). Each of these categories has its own characteristics in terms of cost, credibility and consumers' perception of its usefulness. Marketer-dominated sources are usually commercial in nature. Examples of such are advertisements, television commercials and pamphlets. Consumer-oriented sources include interpersonal communication among friends, relatives and neighbors. Neutral information sources include evaluations of products which originate from independent sources.

Method

Sample

A multi-stage cluster sample of 1,000 Alberta households was selected in the Fall of 1979. The primary sampling unit was the province of Alberta while the secondary sampling units were urban and rural areas of Alberta. The percentage of sample that was designated as urban and rural and the selection of specific areas were based on 1976 census data. According to census data, 75% of the total population of Alberta resided in urban areas and 25% resided in rural areas. To be classified as an urban area, population of a district must exceed 1,000 and the density must also exceed 1,000 per square mile (Canada Year Book, 1978-1979). All areas which met these two requirements were identified and formed the pool from which the urban cluster was selected. The remaining 25% of the sample was selected from a cluster of towns and villages which did not meet requirements of urban classification.

Questionnaires were mailed in the Fall of 1979. The return rate was 20%. It was low in part because no reminders were sent after the initial mailing. Almost 74% of the respondents who returned the questionnaire reported living in either a city or a town. Although some of the *town* residents would be classified as *rural* according to the above definition, this figure closely approximates census data. The next most frequent residence category was *farm*. Tables I and II show respondents' income and education profiles respectively. The proportions of respondents with high incomes ($25,000 or greater) and with post-secondary education are high relative to census data.[1]

Table I
Percentage Distribution of the Sample's Total Family Income
n = 186

Total Family Income	Percentage
under $10,000	5.4
$10,000 - $14,999	14.0
$15,000 - $19,999	15.6
$20,000 - $24,999	19.9
$25,000 - $29,999	16.1
$30,000 - $34,999	5.4
$35,000 - $39,999	11.8
$40,000 and over	11.8
Total	100.00

Table II
Percentage Distribution of Respondents' Level of Education
n = 189

Level of Education	Percentage
Completed up to Grade 10	7.9
Completed high school	27.0
Completed technical college	10.0
Completed trade or business school	17.5
Bachelor's degree	21.2
Advanced degrees	8.5
Other	7.9
Total	100.00

There were 112 respondents who had purchased blankets in the past five years, 126 who had purchased draperies and 122 who had purchased upholstered furniture.

Instrument

A three-part questionnaire was developed for this study, with one set of questions each for the purchase of blankets, draperies and upholstered furniture. Respondents who had purchased these products in the five years prior to 1979 were asked to check the sources they had used to gather information about price, fibre content, quality and cleaning methods for the products they had purchased. Three classifications of information sources were used. Marketer-dominated sources included advertisements, television commercials, pamphlets, cata-

[1]See Chart 6.4 *Perspectives Canada III*, Statistics Canada Catalogue No. 11-511E, Supply and Services Canada, 1980; and Table 7-4, *Market Research* Handbook, *Statistics Canada Catalogue 63-224, Supply and Services Canada, 1981.*

logues, browsing through stores and salespeople. Consumer-oriented sources included interpersonal communication between friends, neighbours and relatives. Neutral sources included *Consumer Reports*, care and fibre content labels. Respondents were also allowed to indicate use of any other information sources which were not included in the questionnaire. Furthermore, the element of internal search was also accounted for by allowing respondents to check *own experience* as a source of information. Respondents were asked to indicate usefulness of different information sources by checking a five-point Likert scale. The lists of information sources were provided by the researchers; therefore, respondents would have evaluated usefulness of sources which they might not have consulted during the purchase process. Data on the number of stores visited, the number of similar purchases, price of the product, respondents' family income, level of education, and the areas of residence were gathered.

Statistical Analysis

Chi-square was used to test for association between usage of different types and sources of information, and levels of family income and education. Pearson product-moment correlation was used to test for a relationship between purchase experience and information search. One-way analyses of variance were used to test differences in extent of information-seeking among buyers with different income or education levels as well as differences in the number of stores visited by buyers who paid different prices for the products they had purchased.

Table III
Types of Information Sought by Buyers of Different Products

Blanket (n = 112)	%	Drapery (n = 126)	%	Upholstered Furniture (n = 122)	%
Price	80	Price	87	Price	88
Cleaning Methods	79	Cleaning Methods	75	Cleaning Methods	72
Fibre Content	68	Fibre Content	68	Fibre Content	66
Quality	53	Quality	58	Quality	60

Findings and Interpretation

Identification and Usefulness of Sources of Information

Table III shows the frequency of seeking the four designated types of information by buyers of the three products. The relative order is the same for all products. Consumers of draperies and furniture, however, tended to seek information on price and quality more than did consumers of blankets.

Table IV shows the sources from which different types of information were obtained. It seems that for buyers of blankets or draperies, information on quality, fibre content and cleaning, that is, the functional aspects of a product, were sought mostly from either labels or the buyers' own experience. Salespeople were used more for draperies than for blankets. Marketer-dominated sources were used most extensively in obtaining price information and were used more for furniture and draperies than for blankets. Buyers of upholstered furniture relied more on salespeople even for information about functional aspects of the product.

Labels were the most frequently sought sources of fibre content and cleaning information, but in each product category, only about half of the buyers (42-55%) looked for such information on labels. This may be a reflection of the effectiveness of labels in dispensing fibre content or care information.

In all three product categories, quality, fibre content and cleaning information were sought by many consumers by reference to their own exprience. Reliance on experience lends support to the Engel and Blackwell (1982) theory of internal search. Since the effect of the fibre content and cleaning, or the product's performance, often cannot be assessed until after the product is used for some time, past performance results for similar products become experience accumulated through time.

It seems that buyers of upholstered furniture and draperies relied more than blanket buyers on salespeople for information. This may be attributed to

Table IV
Information Sources for Price, Quality, Fibre Content and Cleaning Methods of Different Products

	Price	%	Quality	%	Fibre Content	%	Cleaning	%
Information Sources for Blanket Purchasers n = 111	Browsing	67	Experience	38	Labels	51	Labels	55
	Catalogs	38	Friends	21	Experience	29	Experience	29
	Advertisements	31	Catalogs/ Salespeople	10	Catalogs	20	Friends/*Consumer Reports*	23
	Consumer Reports	16	Advertisements	7	Salespeople	19	Salespeople	21
	Salespeople	11	Textile specialist	2	*Consumer Reports*	18	Catalgogs	13
	Others	2	Others	1	Advertisements	12	Advertisements	11
					Textile specialist	3	Textile specialist	1
					Others	2		
Information Sources for Drapery Purchasers n = 126	Browsing	68	Experience	38	Labels	51	Labels	42
	Catalogs	56	Friends/*Consumer Reports*	30	Salespeople	43	Salespeople	40
	Salespeople	34	Salespeople	23	Experience	37	Experience	33
	Consumer Reports	26	Catalogs	22	Catalogs/*Consumer Reports*	21	*Consumer Reports*	21
	Advertisements	25	Advertisements	11	Advertisements	15	Catalogs	12
	Others	5	Textile specialist	6	Textile specialist	6	Advertisements	9
			Others	3	Others	3	Textile specialist	8
							Others	3
Information Sources for Upholstered Furniture Purchasers n = 122	Browsing	77	Salespeople	58	Labels	51	Labels	42
	Catalogs/ advertisements	49	Experience	47	Salespeople	43	Salespeople	40
	Salespeople	41	Friends/*Consumer Reports*	39	Experience	37	Experience	33
	Consumer Reports	25	Catalogs	21	Catalogs/*Consumer Reports*	21	*Consumer Reports*	21
	Others	1	Advertisements	13	Advertisements	15	Catalogs	12
			Textile specialist	7	Textile specialist	6	Advertisements	9
			Others	6	Others	3	Textile specialist	8
							Others	3

Table V
Useful Sources of Price, Fibre Content, Quality and Cleaning Information

	Price	%[1]	Fibre Content	%	Cleaning	%	Quality	%
Blanket Purchasers n=110	Catalogs	83	Labels	88	Labels	95	Friends	78
	Advertisements	65	Catalogs	76	Friends/*Consumer Reports*	56	*Consumer Reports*	66
	Consumer Reports	58	*Consumer Reports*	73	Catalogs	41	Catalogs	34
	Friends	47	Advertisements	55	Salespeople	38	Advertisements	17
			Friends	36	Advertisements	15		
Drapery Purchasers n=121	Catalogs	85	Labels	91	Labels	92	Friends	63
	Advertisements	55	Catalogs	77	*Consumer Reports*	59	*Consumer Reports*	54
	Friends	54	*Consumer Reports*	66	Catalogs	53	Catalogs	42
	Consumer Reports	34	Advertisements	44	Friends	50	Advertisements	19
			Friends	36	Salespeople	45		
					Advertisements	18		
Upholstered Furniture Purchasers n=117	Catalogs	87	*Consumer Reports*	65	*Consumer Reports*	61	*Consumer Reports*	67
	Advertisements	71	Salespeople	63	Salespeople	55	Friends	60
	Salespeople	68	Catalogs	61	Friends	52	Catalogs	37
	Consumer Reports	56	Advertisements	36	Catalogs	32	Advertisements	21
	Friends	43	Friends	33	Advertisements	17		

[1]Figures indicate percentage of respondents who agreed or strongly agreed that source is useful.

Table VI
Association Between Education/Income of Purchasers of Different Products and Usage of Types of Information

	Types of Information							
	Price		Quality		Fiber Content		Cleaning	
	Education	Income	Education	Income	Education	Income	Education	Income
Blanket Purchasers	$\chi^2 = 0.0199$ $p = 0.8877$	$\chi^2 = 1.8607$ $p = 0.3944$	$\chi^2 = 0.0097$ $p = 0.9216$	$\chi^2 = 1.3601$ $p = 0.5066$	$\chi^2 = 0.0050$ $p = 0.9400$	$\chi^2 = 1.0443$ $p = 0.5933$	$\chi^2 = 0.1512$ $p = 0.6794$	$\chi^2 = 0.6998$ $p = 0.7048$
Drapery Purchasers	$\chi^2 = 0.5255$ $p = 0.4685$	$\chi^2 = 0.7455$ $p = 0.0932$	$\chi^2 = 0.8458$ $p = 0.3578$	$\chi^2 = 0.9927$ $p = 0.6074$	$\chi^2 = 3.4382$ $p = 0.0637$	$\chi^2 = 3.8203$ $p = 0.1481$	$\chi^2 = 1.2351$ $p = 0.2892$	$\chi^2 = 4.0355$ $p = 0.1330$
Upholstered Furniture Purchasers	$\chi^2 = 0.0754$ $p = 0.7836$	$\chi^2 = 1.3867$ $p = 0.4990$	$\chi^2 = 0.2727$ $p = 0.6015$	$\chi^2 = 1.4354$ $p = 0.4879$	$\chi^2 = 0.4107$ $p = 0.5392$	$\chi^2 = 0.7188$ $p = 0.6981$	$\chi^2 = 0.4107$ $p = 0.5216$	$\chi^2 = 0.6492$ $p = 0.7228$

the more complex nature of the products which have components other than textiles, or the lack of other information sources.

Information sources reported by respondents through unaided recall included district home economists, consumer resource centers, seamstresses and friends who were in the trade.

Table V shows the information sources which were considered generally useful (i.e. not related to a specific purchase) in providing different types of information on the three textile products.

It is worthwhile to note that some information sources that were most often sought by buyers of blankets, draperies and upholstered furniture for prices were not among the useful sources listed in Table V. This discrepancy can be attributed to the fact that in the questionnaire, respondents were asked to evaluate usefulness of various information sources which the researchers assumed to be the more common sources consumers might consult. For example, "browsing through stores" was included in the list of general information sources from which consumers obtain different types of information. It was, however, eliminated from the list for rating usefulness of information sources because it was assumed to be a stage of the purchase process in which consumers' exposure to information sources was non-discriminatory. As consumers became more aware of product alternatives, consultation of information sources would become more selective. Likewise, some of the information sources which were not actually consulted by a given respondent would have been included in the list and would likely have been evaluated. Perception of usefulness was again manifested in respondents' evaluation of *Consumer Reports* in providing information about quality and fibre content. *Consumer Reports* was rated as a useful source (Table V), but very few consumers had actually sought information from this particular source (Table IV).

Salespeople were considered useful sources of price information by buyers of upholstered furniture. Although prices of the items are usually visible at the point of purchase, the fairly complex financial transaction of a furniture purchase might have prompted respondents to communicate with salespeople.

There was consistent agreement that friends were useful sources of information on quality of all three products. This finding supports the Howard-Sheth (1969) theory of learning buying skills from experience of others.

Labels were rated highly as useful sources of fibre content and cleaning information by buyers of blankets and draperies, but the percentage who reported actually using them (Table IV) was not high. This may suggest possible problems with respondents' ability to use (interpret) labels.

Education and Income in Relation to Types and Sources of Information Used

In the initial stages of data analysis, it was observed that the expected chi-square cell frequencies for some demographic variables were less than five. To offset this, eight income categories were combined into three and

[2]Respondents who had completed up to Grade 10, completed high school, or completed trade or business school were combined into one category. Those who completed technical college, who had a bachelor's degree or advanced degrees were combined to form the second category. The three combined income groups were: 1. $10,000 to $19,999, 2. $20,000 to $34,999, 3. $35,000 and over.

Table VII
Differences in Information-Seeking Among Buyers in Different Education/Income Categories and Price of Product

	Number of Information Sources			Number of Stores		
	Education	Income	Price	Education	Income	Price
Blanket Purchasers	F = 0.618 p = 0.7154	F = 0.588 p = 0.7646	F = 0.728 p = 0.6042	F = 0.792 p = 0.5783	F = 1.511 p = 0.1730	F = 1.190 p = 0.3195
Drapery Purchaseres	F = 0.855 p = 0.5360	F = 0.667 p = 0.6993	F = 1.018 p = 0.4010	F = 0.618 p = 0.6653	F = 0.757 p = 0.6245	F = 1.914 p = 0.1130
Upholstered Furniture	F = 0.658 p = 0.6835	F = 0.895 p = 0.5134	F = 0.810 p = 0.5447	F = 0.734 p = 0.6233	F = 1.43 p = 0.2021	F = 2.688 p = 0.0252*

*p < 0.05

the six education categories into two.[2] Chi-square analyses (Table VI) show no significant association between consumers' level of education or family income and whether or not they sought a particular type of information for any of the three product categories.

Chi-square analyses were also used to test associations between education and income and the use of various information sources. For purchasers of blankets and draperies, no significant association was found between use of any information source and consumers' level of education. Usage of one's own experience as a source of information on quality of upholstered furniture was significantly associated with level of education ($\chi^2 = 4.81$, $p = 0.03$). Those who were in the higher education category were less likely to seek information on quality by referring to their own experience. O'Brien (1972) and Andreasen and Ratchford (1976) postulated that ability to obtain information can affect its use. The better educated consumers in this study might be more capable of understanding complex product information, hence, they did not rely on their own experience.

For blanket buyers, usage of any information source was not significantly related to family income while usage of several sources was significantly associated with family income of drapery purchasers ($p < 0.05$). Buyers of draperies who were in the middle income category were more likely to seek price ($\chi^2 = 9.01$, $p = 0.01$), fibre content ($\chi^2 = 10.72$, $p = 0.005$) and cleaning information ($\chi^2 = 8.14$, $p = 0.02$) from friends. The importance of aesthetics in the purchase of draperies might have prompted these buyers to seek advice from friends. Drapery buyers in the lower income category were more likely to use their experience for fibre content information. These buyers might have what Goldman (1978) describes as limited shopping scope; that is, buyers had less knowledge of the marketplace and consequently, they had to rely on their experience with similar products they had previously owned. These respondents were also more likely to use labels as sources of fibre content information. Buyers' limited resources might have generated the need to be discriminating with their purchases. As well, since labels are attached to the products, no additional expenditure of time and money was necessary to acquire the information.

For upholstered furniture buyers, use of salespeople as sources of price information was significantly associated with family income ($\chi^2 = 6.53$, $p = 0.04$). Those in the middle income category were most likely to seek price information from salespeople.

Extent of Information Seeking in Relation to Education, Income, Purchase Experience and Cost of Product

One-way analyses of variance (Table VII) showed no significant differences in the number of information sources used and no significant differences in the number of stores visited, by consumers of different education levels. Nor was there any significant difference in either the number of information sources used or the number of stores visited by consumers in different family income categories. This lack of significant findings, which contradicts several researchers' findings (Katona & Mueller, 1955; Newman & Staelin, 1973; Andreasen & Ratchford, 1976) could possibly be a result of the necessity to collapse the education and income data, and/or the generally upscale nature of the consumers sampled. In addition, 38% of the respondents lived in a town, village or farm which implies access to stores or information sources might have been limited by the area of residence. Results of two-way analysis of variance failed to support this explanation, however.

For all three products, there was no significant difference in the number of information sources used by consumers of products in different price categories. No significant difference was found in the number of stores visited by consumers of blankets or draperies in different price categories while a significant difference existed in the number of stores visited by buyers of upholstered furniture in different price categories (Table VII). Those who paid the highest prices ($550-$949.99) tended to visit a greater number of stores than those who paid the two lowest price categories ($150-$349.99). Furthermore, one-third of the upholstered furniture buyers reported that the price they paid was higher than they had expected. Additional data analysis showed a significant positive association between expectation of price of furniture and the number of information sources used ($\chi^2 = 26.26$, $p = 0.02$). This lends support to the theory of risk reduction by comparative shopping.

No significant correlation was found between the number of stores visited and purchase experience of buyers of any of the three products (Table VIII).

Table VIII
Correlation Between Purchase Experience and Information-Seeking of Buyers of Different Products

	Number of Information Sources	Number of Stores
Blanket n = 110	r = 0.1292 p = 0.0890	r = 0.0303 p = 0.3780
Drapery n = 124	r = 0.1558 p = 0.0420*	r = 0.1080 p = 0.1210
Upholstered Furniture n = 120	r = 0.0055 p = 0.4760	r = 0.0916 p = 0.1740

*p < 0.05

The mean number of stores visited by blanket buyers was 2.3, 2.8 for drapery buyers and 3.4 for upholstered furniture buyers. Since the products chosen for this study were not frequently purchased goods, interpurchase time may have exceeded five years which could have affected buyers' ability to recall information obtained from the last purchase. In addition, when consumers contemplated a purchase, new

products developed since the last purchase might have triggered the need to seek new information. Thus, this finding supports that of Bennet and Mandell (1969) that propensity to search diminishes with purchase experience only if the same brand of goods is purchased.

There was a significant, but weak, positive correlation ($r = 0.16$, $p < 0.05$) between purchase experience of drapery buyers and the number of information sources used. As the number of previous drapery purchases increased, perhaps buyers became more aware of availability of various information sources so that when a drapery purchase was contemplated, buyers already knew of the possible information sources to consult.

Conclusions and Implications

The first two objectives of this study seem to be adequately met. The researchers were able to discern the types and sources of information consumers used in the purchase of blankets, draperies and upholstered furniture. The lack of conclusive results with respect to the third objective can perhaps be attributed to the shortcomings of using demographic variables as indicators of buyer behavior. Many psychological as well as social factors could have influenced consumers' decision-making. Lifestyle or psychographic measures may be more appropriate, or may be used to supplement demographics.

It appears that usage of information sources varies with attributes of a product as well as the stage of decision-making. Findings of this study suggest that consumers are likely to seek price information when a purchase is first contemplated. Then, depending on the product, consumers may have different perceptions of appropriateness of other types of information. At the initial stage of purchase, when consumers are concerned with becoming familiar with the variety of products available, marketer-dominated sources prevail. As the consumers' evaluative criteria become progressively defined, there is a tendency for interpersonal communication or neutral information to dominate. Since the assessment of quality can only be possible after consumers have experience with the product, consumers may prefer to seek advice from friends in order to benefit from their experience (Engel & Blackwell, 1982). Furthermore, the perceived credibility of independent information sources may be instrumental in supporting or disconfirming consumers' product assessments.

Increased purchase experience may not necessarily lead to decreased information-seeking. Purchase experience can widen consumers' shopping scope by enhancing their awareness of alternative information.

Results of this study point to some implications for consumer education. The effectiveness of communicating a message depends on various factors, including the vehicle which carries the message and its reception by the audience. This study gives some indication of the vehicles which can be employed to educate consumers on textile-related topics. However, attention to information is selective: consumers are not likely to retain information unless it is introduced at an appropriate time. While planning consumer information programs, it is worthwhile to take into consideration consumers' needs at various stages of the purchase process. In the initial stage, when the primary concern is to become familiar with product variety, information other than price may be rapidly filtered out. As consumers gradually develop more definite evaluative criteria, attention to certain information may be more selective especially if the information pertains to their evaluative cirteria. If information is presented at this stage, the chance of its retention will be higher.

Since the results of this study indicate the importance of interpersonal communication in the exchange of information on functional aspects of a product, word-of-mouth communication may be a more favorable vehicle than print media. The inevitable verbal exchange between salespeople and customers can be a potential channel to dispense textile-related information to the public. The use of labels, for example, might be more effective if salespeople are interested in and knowledgeable about the information provided. Further research might focus on the effect of the salesperson on the effectiveness of other information sources such as labels. •

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- Table 2. Age category 55-59 N = 3 % = 2.1 is missing
- p. 29 second column, second paragraph starting "commercial banks . . .", on the 5th line refers to Table 2 but should be *Table 4*.
- Figure 2 should read *credit unions:* secured 5.7%, unsecured 6.4%; *others:* secured 3.3, unsecured 15.5%.
- p. 29, second column, should read: "Finance companies were major source of credit for both total secured (61%) and total unsecured (36%) debt. (Figure 2).
- Corrected copies of Figure 2 and Table 2 are available from the Research Editor.

The Effect of Question Focus on Consumers' Attitudes

Eleanor Kelley, David Blouin and Charles Kirby

Abstract

The purpose of this paper was to determine the effect of question focus on consumers' attitudes. Specifically, questions were phrased to focus on personal versus non-personal influences on five concepts of interest to clothing and textiles researchers. Personal versus non-personal refers to whether they perceived personal freedom of choice over the situation described in the question. The five concepts — environmental pollution, energy conservation, price, labelling, and time in care — were gleaned from responses in earlier studies conducted by the authors. Mailed questionnaires containing 53 Likert statements were returned by 279 consumers. Non-parametric analyses indicated that their attitudes differed depending upon the nature of the control agent — textile and apparel industry and government (non-personal) self and consumers in general (personal). No differences occurred with age of respondent, familial social class, and family composition. Results suggest that design of questions must be considered when evaluating findings among studies. Differences may be more apparent than real — a function of question design rather than differences in location of study and characteristics of respondents.

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Résumé

Le but de cette étude était de déterminer l'effet des questions concernant les attitudes des consommateurs. Les questions étaient formulées de sorte à détacher les influences personnelles contre les influences non personnelles dans les cinq centres d'intérêt concernant les chercheurs du vêtement et du textile. Personnel contre non personnel se réfère au fait de savoir s'ils perçoivent la liberté de choix personnelle dans le cadre de la situation décrite par la question. On a dégagé les cinq concepts — pollution de l'environnement, conservation d'énergie, prix, étiquetage et temps d'entretien — à partir des réponses à des études préalables menées par les auteurs. 279 consommateurs ont retourné les questionnaires, contenant 53 questions Likert, qui leur avaient été envoyés. Les analyses non paramétriques indiquaient que leurs attitudes différaient en fonction de la nature de l'agent de contrôle — industrie textile et du vêtement et le corps gouvernemental (non personnel) et les consommateurs en général (personnel). On ne signala aucune différence due à l'âge du participant, à la classe sociale ou à la situation familiale. Les résultats suggèrent que la forme des questions doit être prise en considération lorsqu'on évalue les résultats des études. Les différences risquent d'être plus apparentes que réelles — fonction de la forme de la question plutôt que différences quant au lieu de l'étude et aux caractéristiques des participants.

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Standard textbooks on research methods generally contain discussions of the importance of questionnaire construction on findings generated (Bailey, 1982; Compton & Hall, 1972; Branburn, Sudman, & Associates, 1979). The purpose of this paper is to focus on one aspect of question design which may influence consumers' responses to survey items:

> Perceived personal freedom to make choices as well as the actual characteristics of a product may influence a consumer's attitudes either toward one characteristic of a product, the total product, or an issue underlying the characteristics of a product.

Importance for Research

Some years ago, Scitovsky (1962) and Baumol (1962) observed that, as a society grows more complex and products are mainly produced outside the home, consumers tend to lose their sovereignty over product designs. More recently, Clee and Wicklund (1980) note that externally based threats to freedom to choose among alternatives may influence consumers' attitudes so they end up making the opposite decision about a product to that desired by the agency in control of the situation. This boomerang effect occurred when United States flammable fabrics legislation was enforced for children's sleepwear sold in the United States. Government officials and consumer experts believed that flame-

retardant apparel would be a welcome innovation in a society that emphasized health and safety ("Caution: Ignoring FR May Be Hazardous," 1976, p. 34). However, rather than accept the treated sleepwear, many consumers sought alternatives in outer garments such as knit shirts and shorts not covered by the enforcement mandate. This resulted in economic losses to children's sleepwear manufacturers ("Smoke Signals," 1975; Suchecki, 1974).

Wall and Gallagher (1983) note, as a result of their survey of Canadian attitudes toward flame retardancy, that the potential for similar consumer resistance exists in Canada. They used Likert statements to measure several types of consumer attitudes. However, they did not discuss the potential influence of perceived freedom of choice on consumers' responses to the attitude statements.

Several consumer researchers (Belk, Painter, & Semenik, 1981; Scott & Yalch, 1980; and Mizerski, Golden & Kernan, 1979) believe that respondents' perceptions of personal causes and actions (personal freedom) versus their perceptions of non-personal causes and actions of outside agencies influence their attitudes, and ultimately their decisions, about a product. That is, if consumers have personal freedom to control the outcome of a situation described in a question, they may react differently from the way they would react if non-personal outside agencies have control over the outcome. These researchers suggest that this potential influence on attitudes should be considered in consumer surveys. Most of the previous research in which this type of question focus has been considered has been conducted in experimental laboratory settings (Mizerski, Golden, & Kernan, 1979). However, Belk and his associates (1981) conducted a survey with statements suitable for Likert scaling, and found that the personal versus non-personal question focus did influence consumers' responses.

Schuman and Ludwig (1983) believe that, when respondents answer differently according to the design of the question, this may not stem from inadequacies in the survey technique chosen. Human responses in the course of an ongoing interaction are complex. They believe that the survey method can simulate life by providing systematically in the survey questions, the variations available in many situations. Support for their contention was found in earlier studies upon which this study builds. The purpose of these studies was to explore consumers' evaluations of flame-retardant protection in diverse types of garments for six age groups. The consumers' attitudes changed according to the age groups and garment types on which the questions focused (Kelley, Gray, Blouin, Summers, Hawkins & Nelson, 1978) and according to the choices they were asked to make (Kelley, Gray, & Blouin, 1980; Kelley, Gray, Robenstine & Blouin, 1981).

Theorists, emphasizing the reality and control orientation of the individual, recognize that situational and individual variations are involved in making judgments (Jones, Kanouse, Kelley, Nisbett, Valin, & Weiner, 1972, p. xii; Weiner, Frieze, Kukla, Reed, Rest, & Rosenbaum, 1972, pp. 96-99). A respondent may evaluate a non-personal agency differently according to whether he or she believes that this agency has control over the action or is merely acting as the tool of forces beyond its control (Shaver, 1975, pp. 90-91). As Clee and Wicklund (1980) suggest, consumers may evaluate laws or standards enacted by regulatory agencies as repressive control over the freedom of choice of other agencies as well as the consumers themselves. Government controls may, for example, be taken as placing the textile and apparel industry in the position of acting as the tool of forces beyond its control. However, the *big business* of the textile and apparel industry still has the element of having non-personal influence on what is available to the consumer. This type of distinction between the two groups was evident in the personal comments the consumers added to the surveys on which this study was built. They were concerned about government intervention in shaping product characteristics as well as the decisions made by industry. Both non-personal agencies were perceived as controlling individual's personal freedom to choose product characteristics. Some of the consumers' concerns were related to time in care and price of products, either at the point of purchase or during subsequent maintenance. They were especially concerned over the potential health hazards such as allergies and cancer which could be caused by the substances used in the manufacturing process. How the consumers reacted and what was important to them differed according to the total characteristics of a product, the sources of information about a product, and the family and personal characteristics of the respondents.

Foundations for Reported Study

Ideas derived from consumers' informal comments as well as their responses to questions in the earlier survey were augmented with ideas from professional textile and clothing journals, trade magazines, and popular literature to form the foundation for the study reported in this paper. Five concepts were selected. They were three characteristics of goods — price, time in care, and labelling — and two issues — environmental pollution and energy conservation — with potential influence on these characteristics of goods. Their reactions to these five concepts were elicited from the standpoint of 1) government manufacturer decisions regarding fashion fabrics and garments and 2) consumers' responsibilities as users of these fabrics and garments.

Three demographic characteristics of the consumers and their families were selected as potential influences on their past experiences and, thereby, their attitudes. They were age of respondent, familial social class, and family composition (based on ages and number of family members).

This manuscript focuses on two research hypotheses: 1) Regardless of the textiles and clothing concept in the question, the person or agency perceived to be responsible for the concept under consideration would influence responses to it; 2) Consumers' responses to the personal and non-personal oriented questions would differ according to the selected demographic characteristics of age, social class, and family composition.

Questionnaire Development

Statements suitable for Likert scaling were developed with four categories of personal and non-personal control built into the statements. Goverment (*G*) and textile and apparel industry (*TA*) were the two non-personal categories selected, based on the non-personal categories discussed by the consumers in the previous flame-retardant surveys. The two categories of personal control established in the survey were consumers in general (*C*), which to a marked degree includes self, and self (*S*).

Initially, 113 Likert items were designed to focus on the five concepts — energy conservation, environmental pollution, labelling, price, and time in care of garments — as related to the four personal and non-personal control agencies. Some were stated positively and others negatively to minimize response bias, and they were framed to focus on three dimensions of attitudes — beliefs, feelings, and behavioral tendencies.[1] Five potential response categories ranged from *strongly agree* to *strongly disagree*.[2] On the five-point Likert scale, a response of *one* indicated the least favorable and *five* the most favorable attitudes toward the issue described in each statement.

A preliminary study was conducted to determine which items should be retained in the final instrument. University students (n = 121) responded during their psychology classes and Cooperative Extension home economists (n = 131), treated as a panel of experts as well as consumers, responded to a mail survey. To reduce the time required to answer the surveys, the 113 items were divided among three forms of the questionnaire, and these three forms were alternated among both groups to ensure coverage of all items. All five textiles and clothing concepts and all four personal and non-personal groups were represented in the questions assigned to each form of the questionnaire. All respondents received the same background information sheet to obtain data for the independent variables.

Fifty-three items were selected for the final instrument.[3] The numerical breakdown of the series of statements was:

- 12 items on energy conservation, e.g., "I will purchase garments to help conserve energy when worn in any type of clothing for any member of my family."
- 12 items on environmental pollution, e.g., "The textile manufacturers should not be required to clean up the pollution caused by their manufacturing processes."
- 9 items on labelling, e.g., "Having big name designers design fabrics of garments is unimportant to me."
- 11 items of price, e.g., "I don't care what techniques the textile industry uses just so long as I don't have to pay more for my clothing."
- 9 items on time in care, e.g., "Deliver me from time-consuming care of clothing."

Sample

A cosmopolitan community in South Louisiana was chosen as an appropriate setting in which to obtain a wide range of consumer opinions. Mail surveys, although economical, frequently yield limited returns, and telephone samples are usually biased towards the higher social classes. The sampling procedure in our earlier flame-retardant study provided a good cross section of the community in the limited returns (Kelley, et al., 1980, p. 107). Therefore, it was employed again. An initial sample of 1472 residential listings in the telephone directory was stratified according to the wealth-ratings in *Cole's Directory* (1980). Systematic elimination of households in the two highest wealth-ratings left 1085 on the mailing lists, approximately 210 in each of the top four wealth-ratings and 250 in the lowest. The final count of usable returns after followup postcards was 279, of whom 33 were men. This constituted a 29% return, excluding those not delivered, or a 26% return, including those not delivered. The usable returns included households distributed among all of the five wealth-rating strata, and the backgrounds of the households were sufficiently diverse to consider the three demographic variables cited in hypothesis *two*.

Hypothesis Testing

All of the respondents who completed at least 45 Likert items were retained for hypothesis testing. Category scores (*G*, *TA*, *C*, *S*) were based on the average of the raw item responses to compensate for the differences in number of items completed.[4] All probabilities ≦.05 were noted in the analyses.

The Friedman two-way analysis of variance by ranks was used to explore if significant differences in attitudes occurred as a function of the personal and non-personal agency in control of the issue (Hypothesis one). This test was chosen as appropriate to the data (Siegel, 1956, p. 170). Hypothesis one, that consumers' attitudes would differ according to the four personal and non-personal groups was supported. As evident in Table 1, a highly significant difference occurred. The means of the ranks in the four categories showed the consumer (*C*) responsibilities were ranked highest, followed in descending order by Government (*G*), Textile and Apparel Industry (*TA*), and Self (*S*). Supplemental frequency counts revealed that the *G* and *C* categories received the highest ranks (3-4) in the majority of the sample (66 and 75%, respectively), while the *TA* and *S* categories received the lower ranks in the majority of cases (68 and 73%, respectively).

Table 1
Mean ranks by Personal and Non-personal Categories, degrees of freedom (df), and Chi square value from Friedman test

Personal and Non-personal Categories	Mean Ranks	df	χ^2
Personal:			
People/Consumers (*C*)	3.20913		
Self (*S*)	1.93916		
Non-personal:		3	178.66**
Government (*G*)	2.81559		
Textile/Apparel Industry (*TA*)	2.03612		

**p < .01

Univariate and multivariate median tests were performed to explore differences with respondent characteristics of age, social class, and family composition (Hypothesis Two). A fourth analysis was also made of age and family composition combined. Basically, the median test considers three categories of responses — those above, at, and below the overall median score. The multivariate analysis tests for differences when all dependent variables are considered simultaneously. However, whether or not the multivariate test is significant, univariate tests are useful for determining significant differences

[1]These three attitude components are recognized by marketers (Hawkins, Coney & Best, 1980, p. 354) and social psychologists (Lefton, 1979, p. 344).

[2]Five categories were deemed adequate since Matell and Jacoby (1971, p. 673) found responses ranging from 2 to 20 discriminated equally as well, and they noted that their findings supported those of several other researchers.

[3]Traditionally, factor analysis has been used to determine the statements to be retained in a questionnaire for Likert scoring. However, Likert (1974, p. 238-239) recommends the criterion of internal consistency as an easier way to determine discrimination. When this technique was employed, 30 of the 113 items discriminated in both groups —students and home economists (some at the minimum .05 level and others as low as the .001 level). The remaining 83 items discriminated only among the home economists. Discriminating power of each item and representation of all five concepts were used as the criteria to select the final items.

[4]The data set did not include returns with missing items clustered in one concept. Data were also checked for consistency of responses to items measuring all three attitude components of each concept, as suggested by Hawkins, Coney and Best (1980, p. 354).

Table 2

Overall medians and percentages of consumers whose average scores were above, on, and below the medians in the two personal and two non-personal categories and resulting χ^2 values and degrees of freedom from Friedman tests when social class was the independent variable

Social Class Levels	Percentages by Personal and Non-personal Categories											
	Personal						Non-personal					
	People/Consumers			Self			Government			Textile/Apparel Industry		
	Above	On	Below	Above	On	Below	Above	On	Below	Above	On	Below
Professional[a]	39	22	38	41	4	55[b]	48	11	41	56	0	44
Higher Working Class	45	17	39	41	4	50	50	13	37	55	0	45
Lower Working Class	30	26	45	55	4	41	42	19	39	58	0	42
Overall Medians		4.0			3.56			3.8			3.58	
Univariate χ^2		.9583 (df = 2)			3.5692 (df = 2)			.9813 (df = 2)			.9918 (df = 2)	
Multivariate χ^2							8.6120 (df = 8)					

[a]Professionals = Ranks 1 and 2; Higher Working Class = Ranks 3; and Lower Working Class = Ranks 4 and 5 according to Hollingshead's Index.
[b]There were no significant differences, univariate or multivariate.

Table 3

Overall medians and percentages of consumers whose average scores were above, on, and below the medians in the two personal and two non-personal categories and resulting χ^2 values and degrees of freedom from Friedman tests when age of respondent and family composition were the independent variables

Independent Variables	Percentages by Personal and Non-personal Categories											
	Personal						Non-personal					
	People/Consumers			Self			Government			Textile/Apparel Industry		
	Above	On	Below	Above	On	Below	Above	On	Below	Above	On	Below
Age groups												
less than 25	38	25	37	42	2	56[a]	46	17	37	52	0	48
35-45	41	11	48	46	6	48	52	10	38	67	0	33
over 45	35	25	40	53	3	44	44	14	43	54	0	46
Univariate χ^2		2.0270 (df = 2)			2.9822 (df = 2)			1.1598 (df = 2)			5.2194 (df = 2)	
Multivariate χ^2							13.0102 (df = 8)					
Family Composition												
Adults only	34	26	40	44	3	53	40	16	44	52	0	48
Adults & Teens	57	8	35	59	3	38	54	14	32	62	0	38
Adults & Children	34	22	43	48	1	51	55	9	36	58	0	42
All family members	44	17	39	44	17	39	50	22	28	72	0	28
Univariate χ^2		.6714 (df = 3)			3.6198 (df = 3)			5.0479 (df = 3)			1.7901 (df = 3)	
Multivariate χ^2							9.3514 (df = 12)					
Age of Respondent and Family Composition												
Less than 35 adults	44	22	33	39	2	59	39	24	37	50	0	50
Less than 35 adults & children	32	28	40	46	2	52	54	10	36	54	0	46
35-45 adults	18	18	64	36	0	64	36	0	64	45	0	55
35-45 adults & teens	53	6	41	47	6	47	59	6	35	70	0	30
35-45 adults & children	41	6	53	53	0	47	59	6	35	70	0	30
35-45 All family members	44	17	39	44	17	39	50	22	28	72	0	28
over 45 adults	29	29	42	49	4	47	42	12	46	53	0	46
over 45 adults & teens	60	10	30	70	0	30	50	20	30	55	0	45
Univariate χ^2		5.6935 (df = 7)			7.1067 (df = 7)			5.6616 (df = 7)			6.2962 (df = 7)	
Multivariate χ^2							24.3631(df = 28)					

[a]There were no significant differences

on a variable by variable basis; univariate analyses assist in determining the patterning of differences at the multivariate level.

Tables 2 and 3 show results of these tests for the four independent variables. Each variable was operationally defined as follows:

- A social class rank was established for each respondent's family according to the criteria in Hollingshead's (1957) *Two Factor Index of Social Position.* This index, based on occupation and education of the head of the household, is a prestige measure developed in a community setting and it was designed to place individuals in five discrete categories. Data were obtained for each respondent and spouse, when applicable, and the family was ranked according to the one whose rank placed the family in the highest social class category. This conforms to Haug's (1973) suggestion that contemporary families are dependent upon the statuses of husbands and wives to establish their lifestyles. Hollingshead's five categories were collapsed into three for our analysis.

- Raw ages of the respondents were requested. These were pooled into three age categories for the analyses: under 35-years old, 35 to 45-years old, and over 45-years old.

Table 4
Overall medians and percentages of male and female respondents whose average scores were above, on, and below the median and resulting χ^2 and degrees of freedom from median tests for personal control, non-personal control, and all items

Source of Variation	Percentages By Issues														
	ENG			ENV			PR			TIC			LA		
	Above	On	Below	Above	On	Below	Above	On	Below	Above	On	Below	Above	On	Below
Personal Control Items:[a]															
Males (n = 32)	41	9	50	50	3	47	47	9	44	62.5	0	37.5	69	0	31
Females (n = 33)	55	12	33	46	15	39	39	15	45	45	0	55	61	0	39
Overall medians		3.5			3.4			3.6			3.71428			3.33333	
Univariate χ^2		1.2425 (df = 2)[c]			.1325 (df = 1)			.0188 (df = 1)			1.8701 (df = 1)			.4640 (df = 1)	
Multivariate χ^2								5.7100 (df = 5)							
Non-personal Control Items:[d]															
Males (n = 32)	47	25	28	53	0	47	72	0	28				25	0	75
Females[b] (n = 33)	37	30	33	61	0	39	52	0	48				42	0	58
Overall medians		3.00			3.72727			3.33333						4.16667	
Univariate χ^2		.7278 (df = 1)[c]			1.2425 (df = 1)			2.8015 (df = 1)						3.3998 (df = 1)	
Multivariate χ^2								8.5728 (df = 4)							
All Items															
Males (n = 32)	44	0	56	50	6	44	44	0	56	53	0	47	44	0	56
Females[b] (n = 33)	42	0	58	49	9	42	39	0	61	45	0	55	55	0	45
Overall medians		3.46154			3.625			3.36364			3.66667			3.77778	
Univariate χ^2		.1325 (df = 1)[c]			.0147 (df = 1)			.3651 (df = 1)			.3766 (df = 1)			.7459 (df = 1)	
Multivariate χ^2								1.7640 (df = 5)							

[a]Combines items focussed on Consumers in General and Self
[b]Based on a sub-sample of the 246 females who responded
[c]There were no significant differences, univariate or multivariate
[d]Combines items focused on Textile/Apparel Industry and Government. All Time in Care items focussed on personal categories

- Family composition was derived from the number of family members in each of the following age groups: Infants; children, ages 1-5; children ages 6-12; teenagers; adults; and elderly, ages 65 and older. These age groups were classified in four categories for analysis: adults only, adults and teens, adults and children, and all ages of family members.
- Age of respondent and family composition combined the measures in 2 and 3. These combinations, shown in Table 3, conformed to logical progression in the age/grade family life cycle. That is, one would expect the younger-aged respondents to have either younger children or no children; the middle-aged ones, children of all ages; and the older ones, either older children or no children remaining in their homes.

As evident from results of Chi Square values (Tables 2 and 3), all univariate and multivariate tests were not significant. The percentage distribution of scores that fell above, at, and below the overall median scores for each of the four personal and non-personal control groups showed a high degree of equivalence as a function of all independent variables. Therefore, hypothesis two was not supported. Contrary to our expectations, the consumers' attitudes toward the statements, as they focused on the personal and non-personal control groups (*G, TA, C* and *S*), did not differ according to 1) familial social class, 2) age of respondent, 3) family composition, and 4) age of respondent and family composition combined.

The researchers expected women to respond to the questionnaire, based on the assumption that women purchase most of the family clothing (Kotler, 1980, p. 115). Therefore, sex of respondent was not planned as an independent variable. However, 33 men responded. A sub-sample of 32 of the women in the study was drawn and their responses were compared with those of the 33 men in the study. There were no significant differences in attitudes, univariate or multivariate, when sex was the source of variation. This was found when all items were analyzed, and when those referring to personal and non-personal items were analyzed separately (Table 4). Omitting sex as a variable apparently did not distort the findings.

Summary and Implications

Findings from the reported study support the contention of other researchers (Clee & Wicklund, 1980; Belk, et al., 1981; Scott & Yalch, 1980; and Mizerski, et al., 1979) that perceived freedom of choice, defined as personal versus non-personal causes and actions, influences consumers' responses regardless of the concepts focused on in the questions. If the respondents had been oriented primarily toward the concepts, then the pattern of their responses would have conformed to concepts. Instead, the pattern of responses transcended the concepts and conformed to the personal and non-personal control groups built into the statements. Apparently these consumers, as well as those consumers in the earlier flame-retardant study, perceived the non-personal agencies as infringing on their freedom of choice. This again supports the contention by Schuman and Ludwig (1983) that human responses are complex.

Findings in this current study provide an additional dimension to findings about questionnaire construction as gleaned in the earlier flame-retardant study. In the earlier study 1) consumers reacted differently to a product characteristic when it was presented in isolation and when it was presented in combination with other characteristics in the total product bundle, 2) their responses were influenced by end use of the product bundle and person for whom the end use is desired (Kelley, et al., 1980; Kelley, et al., 1981) and 3) they reacted differently when they were merely asked to express attitudes and when they were requested to establish priorities for selected characteristics of a product bundle (Kelley, et al., 1978).

In the current study, the consumers did not respond to the personal and non-personal focussed items according to selected personal characteristics —

age of respondent, familial social class, family composition, and family composition and age of respondent combined. There also were no differences in the responses of the sub-sample of males and females. This is contrary to the observations of theorists such as Schaver (1975, pp. 90-91) who suggested that the different backgrounds and experiences of individuals may influence how they respond to internal and external pressures on their decisions. It also does not support the findings of Wall and Gallagher (1983) who found differences according to age, family size, and socio-economic level. They also had the additional variable of language — English and French-speaking populace. This aspect of culture was not present in the United States data, and it could have contributed to the differences in findings.

Results of both of these studies suggest that researchers and practitioners must be cautious in accepting findings. Differences and similarities in findings among studies may be more apparent than real. This illusion may stem either from the analytic focus of the question, the ideals of the respondents, or both phenomena. The findings discussed in this study suggest that all of these phenomena must be considered by researchers when designing questionnaires as well as in interpreting findings. If they are not considered, the results may be questionable.

This report is confined only to clothing and textiles data. However, the influence of perceived freedom of choice, that is personal versus non-personal question focus, on consumers' attitudes is no doubt applicable to a variety of other products and to other types of issues such as family life issues. •

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Clothing Fasteners: Ease of Manipulation and Preference among Arthritic Women

Valerie L. Forcese and Elizabeth Shannon

Abstract

This study of women with arthritic hand dysfunctions attempted to determine the preferred type of clothing fastener (buttons, zipper, Velcro, or snaps) when both functional and aesthetic considerations were taken into account. The results revealed that a conventional appearance determined the subjects' preference for each fastener type to a greater extent than did ease of manipulation. The findings of this study also indicated that clothing fastener types must be carefully considered when selecting or modifying garments for arthritics.
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Résumé

Cette étude de la dysfonction arthritique de la main chez la femme se propose de déterminer le type de fermeture vestimentaire préféré (boutons, fermeture éclair, Velcro ou bouton pression) lorsqu'on tient compte autant des considérations fonctionnelles qu'esthétiques. Les résultats indiquent qu'une apparence conventionnelle oriente la préférence des sujets pour un type de fermeture déterminé beaucoup plus que la facilité de manipulation. Les découvertes de cette étude indiquent également l'importance de considérer avec soin les différents types de fermeture vestimentaire lors du choix ou de la transformation de vêtements pour arthritiques.

To persons affected by some form of physical disability, even routine daily activities may present a considerable challenge. One particular challenge is the activity of dressing, which demands high levels of co-ordination, dexterity, balance, and a full range of motion in the limbs. For those lacking any of these abilities, the task of self-dressing may lead not only to fatigue but also to frustration unless considerable care has been exercised in the design and construction of their garments.

Some research on the problem of designing clothes for the physically handicapped has already been done. For example, Reich and Shannon (1979, 1980) have provided a data base which categorizes the most common physical limitations, the clothing needs related to these limitations, and other related needs of the physically handicapped. Other work has noted that some clothing needs go beyond such things as ease of donning/removal and good hygienic and maintenance features, and deal with the social and psychological needs of the wearer. For example, Kernaleguen (1978, p. 4) contends that clothing for the handicapped should, in order of priority, provide "... independence ... appearance comparable to that of others ... concealment of the handicap ... physical comfort ... psychological comfort ... safety ... (and) easy upkeep."

Preliminary research for the present study indicated that the most common physical disabilities involving joints were the inflammatory and non-inflammatory forms of rheumatic disease. One of the major rheumatic diseases, which affects women approximately three times more frequently than men, is rheumatoid arthritis, for which the most common initial occurrence of joint involvement is in the hands. According to Melvin (1978), other forms of joint disease that also occur more frequently in the female population are systemic lupus erythematosus and progressive systemic sclerosis (scleroderma).

Since any form of hand dysfunction will interfere with one's ability to dress and undress, this particular type of disability was the focus of this research. To further define the scope of the study, the use of the hands in dressing was investigated and it was found that the most common motions were grasping, thrusting, pulling, manoeuvering, and fine movements associated with closing or opening

This article is based on research conducted at the University of Manitoba, Winnipeg during the period from May to October 1980 for a thesis submitted by **Valerie L. Forcese** (BHEc, MSc) in partial fulfillment of the requirements for a Master of Science degree. **Elizabeth Shannon** BSc(HEc) (University of Manitoba), MS (Iowa State University) is Associate Professor, Clothing and Textiles Department, Faculty of Human Ecology, University of Manitoba.

fasteners. It was hypothesized that persons with hand dysfunctions would encounter considerable difficulty in the use of clothing fasteners, and also that this aspect of clothing would offer the most latitude when trying to provide simple design solutions.

Objectives and Hypotheses

The major objective of this study was to find out whether arthritic women have any preference among various types of clothing fasteners, and also to identify the factors which influenced them in making this choice. It was hypothesized that not only their limited hand ability but also the appearance of the fasteners would influence their preferences. In addition, it was felt that the acceptability of some fasteners would be influenced by the type of garment in which they were used.

The study was designed to assess the functional hand ability of arthritic women in terms of their grip strength and dexterity; their ability to manipulate four different types of clothing fasteners; their perceptions of each fastener's handling ease and attractiveness; and their acceptance of these clothing fasteners in various front closure garments. In order to systematically test for the existence of various relationships among the variables chosen to represent a person's functional hand ability, their ability to manipulate each fastener, their preference for each fastener in terms of handling ease and appearance, and their acceptance of each fastener in various garment types, the following hypotheses were formulated (in the null form):

- There is no relationship between a person's hand ability and their ability to manipulate the fasteners.
- There is no relationship between the preference ranking of the fasteners (in terms of both attractiveness and acceptability in various garment types) and the ability to manipulate the fasteners.
- There is no relationship between the preference ranking of the fasteners (in terms of attractiveness) and the acceptability of the fasteners in front closure styled garments.
- There is no relationship between the ease of manipulation of each fastener and the fastener's acceptability in front closure styled garments.
- There is no relationship between the perceived attractiveness of each fastener and the fastener's acceptability in front closure styled garments.

Methodology

Sample

The testing required by the study was carried out in a large Western Canadian city during the period from May to October, 1980. The participants were 50 arthritic women, non-randomly selected from a list of members of the Arthritis Society Self-Help Group and the Arthritis Society Women's Auxiliary Group, as well as some non-affiliated women who had been diagnosed as having arthritis with hand involvement.

The majority of the women who participated in the study had either rheumatoid arthritis, or rheumatoid arthritis in conjunction with another rheumatic disease. The length of time these women had been afflicted with arthritis ranged from less than one year to ten years and over, with the latter category comprising 72% of the sample. The ages of the women ranged from 31 to 82, with the mode being 63 years and the mean slightly over 60 years.

Each of the subjects was tested in her home according to the following procedures:

Manipulative Ability

To test each subject's ability to manipulate the fasteners, two sets of testing vests were designed and constructed (see Figure 1). One set was for women with small to average body size, and the other was for those with an average to larger build. Each set consisted of four vests featuring one of the following centre front closings:

Buttons. Four 15 mm (5/8") diameter, raised rim buttons with plastic shanks, and vertically sewn buttonholes.

Zipper. A nylon separating zipper with a 25 mm (1") diameter metal ring attached to the zipper pull. The zipper was sewn to the vest without a fabric placket.

Velcro[1]. Four 15 mm (5/8") diameter medium strength dots.

Snaps. Four 18 mm (3/4") diameter brass domes and sockets.

One of the four vests was fitted to the subject, who was then asked to completely open and then close the fastener(s), if possible. This was then repeated with the other three vests in the set. For each fastener type, the following information was recorded: opening and closing order; length of time required to open and to close; and the degree of alignment difficulty observed during the closing of the fastener.

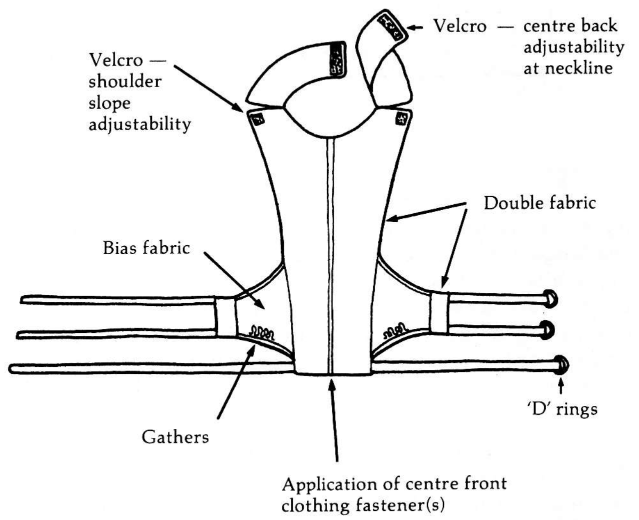

Figure 1. Vest design details

Attitude Survey

Each subject was asked a series of questions following the use of the vests. To ascertain the subject's perceived difficulty of fastener manipulation, questions were asked to determine which fastener type was thought to be the hardest and which the easiest to use. In addition, the relative

[1] Velcro is a registered trademark which will be used throughout this paper to refer to pressure tape.

difficulty of manipulating each fastener on a ranking scale of 1 to 5 was determined, where a ranking of 1 would indicate the easiest and 5 would indicate the hardest. Similar questions were asked to determine the subject's perceived ranking of the appearance of each fastener.

To determine the subject's preference for clothing fastener types, questions were asked in order to determine acceptance of each fastener type as used in various front closure style garments (including blouses, vests, dresses, jackets, and coats) in terms of a *yes, no,* or *maybe* (undecided) response.

Hand Ability

To test hand ability two procedures were used, one for measuring hand dexterity and co-ordination, and the other for manual grip strength. To test each subject's dexterity and co-ordination, a nine-hole peg board test was constructed according to specifications laid out in the Sister Kenny Institute publication *Technical Manual: Hand Strength and Dexterity Tests* (1977). The time taken to complete the test was compared to an established norm, and a percentile ranking was recorded for each hand. The second test looked at grip strength, tested by use of a sphygmomanometer (blood pressure cuff) adapted according to the method cited in the publication *Rheumatic Disease: Occupational Therapy and Rehabilitation* (1978). The grasping power of each hand was measured and recorded by this technique. Since there was no established norm for the results of this procedure, a scale was constructed based on the distribution of the test measurements.

Analysis

The interpretation of the results was based on the analysis of modal frequencies and of the crosstabulation of the variables, using non-parametric statistics. Due to the distribution of responses within the various categories, each hypothesis was accepted or rejected according to the relative strengths of the lambda values (Guttman's coefficient of predictability) for each associated set of crosstabulations. Lambda measurements can take one of two forms; asymmetric lambda measures the percentage of improvement in the ability to predict the modal value (frequency of occurrence) of the dependent variable once the modal values of the independent variable are known (Loether & McTavish, 1977; Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). Symmetric lambda measures the same overall improvement when predictions are made in both directions in a bivariate condition (a "kind of average" of the two asymmetric values). For this study, symmetric lambda values were judged to be more appropriate than asymmetric ones since the analysis made no assumptions as to which variables in each crosstabulation were independent and which were dependent. The minimum symmetric lambda value for accepting a hypothesis was set at 0.15 (representing a 15% improvement in predicting modal values).

Results and Discussion

Manipulative Ability

When the subjects were asked to rank each of the four fasteners in terms of handling ease, Velcro was ranked as the easiest, while the buttons were ranked the most difficult (see Table 1). All of the women were able to completely fasten both the Velcro and the zipper, while only 88% and 80% were able to completely fasten the buttons and the snaps, respectively. At the same time, however, 42% had some difficulty in aligning the Velcro dots, and 22% had difficulty aligning the zipper when fitting the stop into the slider. In comparison, 95.5% experienced no difficulty in aligning the buttons and 90% had no difficulty with the snaps.

Table 1
Perceived Ranking of Fasteners in Terms of Handling Ease (Modal Frequency in Percent)

	Handling Ease					
	Easiest				Hardest	Row Total
Fastener	1	2	3	4	5	(N=50)
Velcro	52%	34%	12%	2%	0%	100%
Zipper	44%	34%	10%	4%	8%	100%
Snaps	6%	12%	22%	18%	42%	100%
Buttons	4%	4%	26%	20%	46%	100%

Perceived Attractiveness and Preferences

When the subjects were asked to rank the four fasteners in terms of attractiveness, the buttons and the zipper were ranked highest, while the snaps were the least preferred (see Table 2). To test whether the type of garment in which the fasteners were used had an effect on the acceptability of the fasteners, the subjects were asked whether they would accept each type of fastener in a blouse, vest, jacket, dress, or coat. The results for each of the five garment types were very similar; the buttons were the most preferred fastener, and snaps the least preferred. The zipper and Velcro both received a consistently moderate degree of acceptance in each of the other garment types (see Table 3).

Hand Ability

Most of the women had very low levels of dexterity in both hands, with the majority falling into the lowest possible category established by the Sister Kenny Institute publication (1977) (see Table 4). The test of grip strength also indicated a very low level of ability, with the mode for both hands falling into the second lowest of the seven categories (the lowest being '1 - 10 mm Hg' and the highest '61+ mm Hg').

Table 2
Perceived Ranking of Fasteners in Terms of Attractiveness (Modal Frequency in Percent)

	Attractiveness					
	Most Attractive				Least Attractive	Row Total
Fastener	1	2	3	4	5	(N=50)
Buttons	38%	24%	24%	6%	8%	100%
Zipper	34%	32%	16%	6%	8%	100%
Velcro	26%	26%	30%	10%	8%	100%
Snaps	8%	12%	18%	18%	44%	100%

Table 3
Perceived Acceptability of Clothing Fasteners by Garment Type[a]
(Modal Frequency in Percent)

	Garment Type				
Fastener	Blouse	Vest	Jacket	Dress	Coat
Buttons	88%	90%	84%	71.4%	90%
Zipper	42%	48%	54%	69.4%	46%
Velcro	50%	54%	36%	55.1%	36%
Snaps	26%	38%	24%	20.4%	14%
Total N	50	50	50	49	50

[a]Percentages in this table are derived from those subjects who indicated that they would accept each fastener in each of the five garment types.

Table 4
Hand Dexterity Scores Based on Percentile Norms
(Modal Frequency in Percent)

		Right Hand	Left Hand
Percentile Level		Frequency	Frequency
Low	10th	72.0%	60.0%
	25th	14.0%	16.0%
	50th	8.0%	20.0%
	75th	4.0%	4.0%
High	90th	2.0%	0.0%
Column Total		100.0%	100.0%

(N=50)

Testing of Hypotheses

The first hypothesis suggested that there was no link between hand ability (as measured by grip strength and dexterity) and the ability to manipulate the four types of fasteners. It was found in the crosstabulations of the relevant variables that neither grip strength nor dexterity showed any strong or consistent relationships with the ability to manipulate each of the fasteners. Further testing showed that the same was true when grip strength and dexterity were compared with both the level of completion in closing the fasteners and the difficulty in aligning them when closing the vests. Although the results would seem to indicate a link between a person's hand ability and their ability to manipulate the fasteners, the relatively low lambda values associated with each of the crosstabulations does not allow a rejection of the null hypothesis.

Hypothesis two tested the relationship between the subject's preference for each of the four fasteners (in terms of attractiveness and of acceptability in various types of garments) and their ability to manipulate them (in terms of perceived handling ease). The crosstabulation of fastener handling ease by the acceptability of fasteners in various front closure garment styles showed higher levels of association, although these varied according to the types of garment in question. For example, the lambda values for the snap fastener varied from 0.05 in dresses to 0.035 in a vest. This variation can be attributed to differences in acceptability, as each fastener's handling ease was only tested once and thus remains constant. In addition, in each of those cases where significant lambda values were observed (a lambda value of 0.15 or greater), low levels of handling ease were associated with low acceptability, and high handling ease with high acceptability. Therefore, the null form of this hypothesis was rejected, as a significant level of association between the subject's preference for each fastener and the fastener's handling ease was identified.

Hypothesis three examined the relationship between the perceived attractiveness of the fasteners and their acceptability in various front closure garments. Again, a significant degree of association was found, but one which varied for each fastener according to which garment type it was related to. As well, high attractiveness rankings were consistently paired with high acceptability, and low rankings with low. Therefore, there seems to be a relationship between fastener attractiveness and the perceived acceptability of fasteners.

Hypotheses four and five both dealt with the acceptability of the clothing fasteners in various types of garments; first, in relation to fastener handling ease, and second, in relation to the fastener's perceived attractiveness. The acceptability rankings were grouped into *yes, maybe,* and *no* categories, and the decision was made to analyze the crosstabulations for each of these three responses separately. In reviewing each set of responses, it was found that both the fastener handling ease and attractiveness rankings were influential in determining the subject's acceptance of the fasteners in the various garment types. For the buttons, attractiveness was more influential than handling ease in determining their acceptability; for the zipper and Velcro fasteners, this distinction was not quite so clear. There was definitely some measure of association between handling ease and attractiveness rankings for these fasteners, although attractiveness appeared to be more influential among the negative responses. On the whole, the snaps were perceived as being difficult to manipulate as well as being the least attractive. This was reflected in the large number of negative responses for the use of snaps in the various garment types. In summary, the testing of these two hypotheses showed that the subject's perceived acceptability of each clothing fastener when used in front closure style garments was more strongly determined by fastener attractiveness than by fastener handling ease.

Conclusions and Recommendations

Disabled persons should have the opportunity to choose clothing which not only fulfills their specific functional and hygienic needs, but their aesthetic and psychological ones as well. Therefore, the designer should strive to provide a *conventional* appearance, while at the same time utilizing the best fastener and garment configuration for the type of disability in question.

Providing this conventional appearance does not mean that any of the functional attributes of the garment have to be sacrificed. Many design options exist which can be incorporated through any of three approaches: custom design work, making major changes to garments, and minor garment alterations. Custom design work, while expensive, is perhaps the most satisfactory in terms of fulfilling individual requirements (if the expertise is available). The second method, making major structural changes to existing garments, is less expensive but still requires considerable design and construction ability. The final alternative, that of performing minor alterations on ready-to-wear garments which already have suitable design features (ones which promote self-help) and which meet certain priorities such as comfort and style, requires the least amount of time and equipment and offers the disabled the best opportunity of becoming involved in the modification process.

In terms of this study and its findings — in particular, that a conventional appearance determined the subject's prefer-

ence for each fastener to a greater extent than did the ease of manipulation — the following recommendations for selecting and modifying clothing for women experiencing an arthritic hand dysfunction are offered:

- **Fastener Selection.** Buttons are the preferred fastener and should be used wherever possible; however, in cases where a person cannot use them, conventional appearance can be preserved by using Velcro or a zipper in a mock button closure. One should avoid using fasteners such as snaps that require normal levels of strength and dexterity in the fingers and hands.
- **Modification.** Another alternative is to modify existing clothing fasteners for easier use. Add a ribbon or a ring to zipper pulls to increase the grasping area; use non-separating zippers; use buttons with raised rims and shanks; use elastic thread to sew on buttons; and use a button or an ornament to aid in aligning Velcro fasteners.
- **Placement.** Place all fasteners within easy reach and sight, and choose garments with features such that less attractive but more functional fasteners can be utilized in a concealed position.

The problem, then, is for the designer to produce garments which are conventional in appearance and yet function in a non-conventional manner during the dressing process. To achieve this, more research must be directed towards the techniques of dressing not only for arthritics but for disabled persons in general. Specifically, the relationship of garment features to the process of dressing among those with some form of hand dysfunction (due to arthritis, other diseases, or injury) should be examined. In the meantime, however, it is believed that the recommendations and observations offered here provide sufficient information for useful steps to be taken. It is hoped that the opportunity and the challenge will be accepted. •

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Clothing Fasteners: Ease of Manipulation and Preference among Arthritic Women

This article first appeared in the *Canadian Home Economics Journal*, Volume 33, Number 3, Summer 1983. At that time a portion of the article was incorrectly placed resulting in a loss of continuity in the text. For this reason, the article is reprinted in this issue courtesy of M.O.M. Printing. Our apologies for the inconvenience caused to both the authors and our readers.

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Plan now to report your research at the research reporting session at Conference '84. Please register your intent to report as soon as possible, and submit a 300-400 word abstract by March 1, 1984, at the latest. The abstract should include the names and institutional affiliation of the authors, title of presentation, important details of methodology and the main features of the data collected. The theoretical implications of the study should be indicated. Thirty minutes will be allotted per report, including time to set up, answer questions and change speakers. For further information, please contact: Mrs. M.E. Bowlby, Food Service and Technology Section, Kemptville College of Agricultural Technology, Kemptville, Ontario K0G 1J0.

COMMUNICATION CONCERNANT LES TRAVAUX DE RECHERCHE

Association canadienne d'Economie familiale
Congrès national
5 au 8 juillet 1984
Ottawa, Ontario

Il est temps de soumettre votre demande si vous avez ou l'autre de communiquer un rapport de recherche à l'une ou l'autre des sessions consacrées à la présentation de travaux de recherche du Congrès 1984. Veuillez vous inscrire le plus tôt possible en faisant parvenir un résumé de 300 à 400 mots au plus tard le 1er mars 1984. Le résumé doit inclure le ou les noms et l'affiliation institutionnelle de ou des auteurs, le titre du rapport à présenter, la méthodologie suivie, les caractéristiques principales des données recueillies, et une indication des implications de l'étude. Veuillez aussi indiquer le matériel audio-visuel dont vous aurez besoin. Le temps total accordé pour chaque présentation sera de 30 minutes, y compris la période de questions. Pour de plus amples renseignements, communiquer avec: M.E. Bowlby, Food Service and Technology Section, Kemptville College of Agricultural Technology, Kemptville, Ontario K0G 1J0.

Call for Research/Theoretical Papers:

Research Section,
Canadian Home Economics Journal

A special theme issue of the *Research Section of the CHEJ* will focus on consumer research and theory. This issue is scheduled to appear in the Summer Issue of 1984. Submissions addressing the theme should be received by the *Research Editor* by **October 15, 1983.** Please indicate the article is for consideration in the special issue.

Index to Volume 33, Numbers 1 to 4
Winter 1983 to Fall 1983

General Articles/Items

Research

Abstracts

Book Reviews

Letters

My purpose here is to attempt to express to all of you my sincere joy in possessing the plaque that symbolizes the CHEA Honor Award of 1982.

My contribution to our profession has largely been made through solitary work, work done from my home, work in other organizations, in isolation from other professionals. I cannot find adequate words to describe the feeling of encouragement that I derive daily from the CHEA Honor award.

I have been tremendously pleased by the development of C.H.E.A. into an organization alert and responsive to social issues. It is my hope that I will soon have the appropriate time spots to resume attendance at annual conventions.

I feel that great sense of pride in my professional organization and deep appreciation of the honor bestowed in 1982.

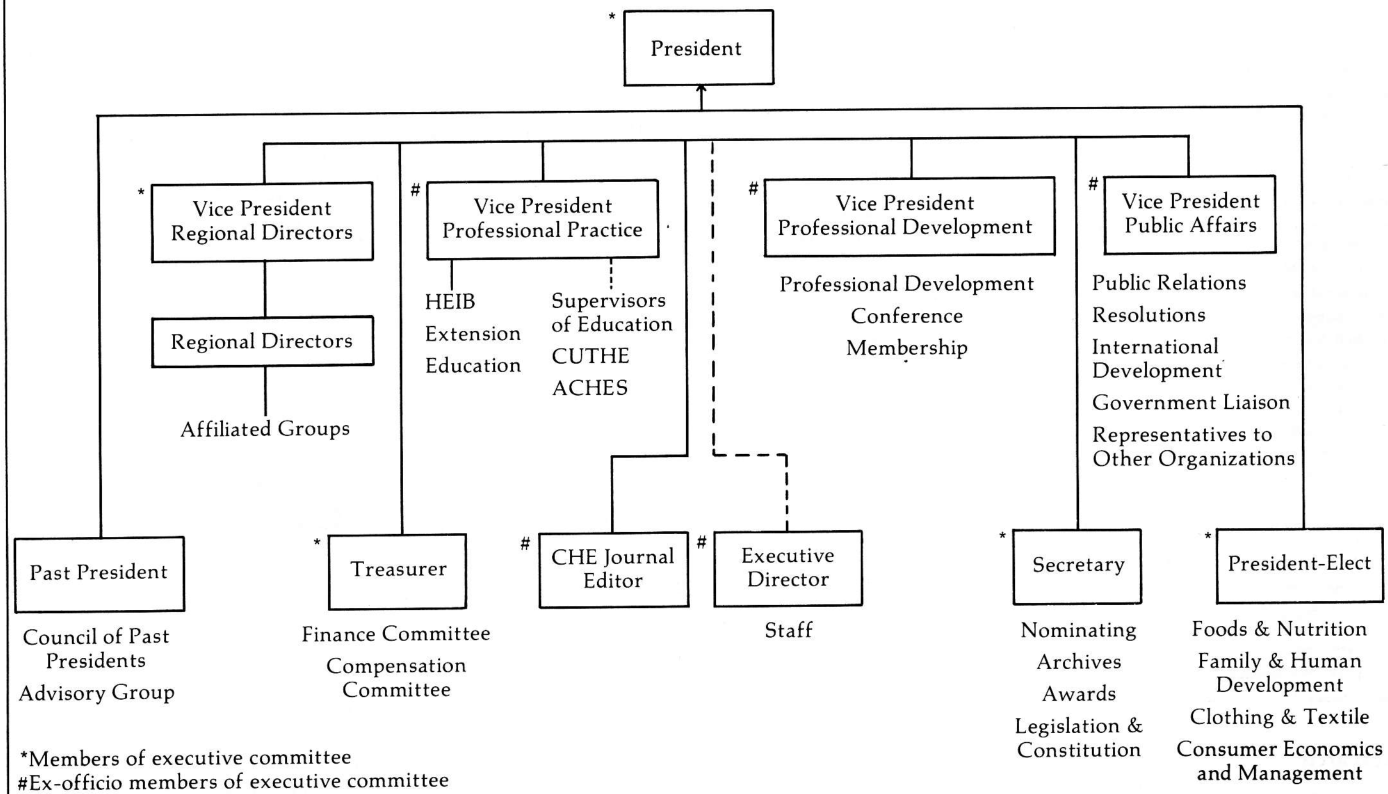
Emmie Oddie
Box 12, Site 2,
RR 1, Regina

I found the Summer 1983 Canadian Home Economics Journal both stimulating and informative. Hopefully I will use some of the suggestions from the article on "Time Management."

Congratulations to all those involved for putting out a great magazine.

Ann Peterson
Edmonton

The Canadian Home Economics Association Organizational Chart (adopted July, 1983)



*Members of executive committee
#Ex-officio members of executive committee

INCENTIVE AWARD WINNERS 1983

One year's membership in CHEA is awarded by the Association to a student showing outstanding professional potential in schools, colleges or faculties of home economics in Canada. When two or more award winners are named, additional awards were made by the faculty or a member of the faculty.

University of British Columbia
Wendy Bartholomew
206 - 555 - 13th Street
West Vancouver, B.C.
V7T 2N8

University of Alberta
Donna Bilyk
99 Henry Avenue
Edmonton, Alberta
T5A 2X6

Caroline Huizinga
14123 - 59th Street
Edmonton, Alberta
T5A 1N9

Delane Peters*
Faculty of Home Economics
The University of Alberta
Edmonton, Alberta
T6G 2M8

Melanie Unrath*
Faculty of Home Economics
The University of Alberta
Edmonton, Alberta
T6G 2M8

University of Saskatchewan
Jane Baugh*
College of Home Economics
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0W0

Denise McKee
4, 920-9th Street East
Saskatoon, Saskatchewan
S7H 0N1

University of Manitoba
Carla Rempel
630 Haney Street
Winnipeg, Manitoba
R3R 0Y8

Mary Jocelyn Hutsal
333 McDiarmid Drive
Brandon, Manitoba
R7B 2H3

Carol L. McElroy
601 - 2080 Pembina Highway
Winnipeg, Manitoba
R3T 2G9

Ryerson Polytechnical Institute
Karen Miller
RR. 1
Jerseyville, Ontario
L0R 1R0

University of Windsor
Frances Wilkinson
2185 Kilare Road
Windsor, Ontario
N8W 2W9

McGill University, MacDonald Campus
Hélène Brossard
345 Dorval Avenue, Apt. 39
Dorval, Quebec
H9S 3H6

Mount St. Vincent University
Bonita Nowe
266 Green Street
Lunenburg, Nova Scotia
B0J 2C0

Joella Higgs
Home Economics,
Pearce Regional High School
Salt Pond, Burin Bay Arm,
Newfoundland
A0E 1G0

Alice MacKichan
59 Glenforest Drive, Apt. 403
Halifax, Nova Scotia
B3M 3M5

St. Francis Xavier University
Elaine Pellerin*
St. Francis Xavier University
Antigonish, Nova Scotia

Marie Weingartshofer
Box 1223
Antigonish, Nova Scotia

University of New Brunswick
Barry Robertson
674 - Kitchen Street
Fredericton, New Brunswick
E3B 3Z5

University of Moncton
Bernice McGraw*
Université de Moncton
Moncton, New Brunswick
E1A 3E9

University of Prince Edward Island
Heather MacLean
Box 71
O'Leary, Prince Edward Island
C0B 1V0

*Current address is not available.

"Membership" Power

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more effective

RECRUIT A MEMBER TODAY

Give the form on this page to a home economist you know

CONDITIONS OF MEMBERSHIP

MEMBERSHIP CLASSES

There are five classes of membership: active including life, associate, student, reserve and honorary.

ACTIVE MEMBERS

1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:
   a. a degree in Home Economics from a recognized university or
   b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
   c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Association.
   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.

ASSOCIATE MEMBERS

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:

A secondary school certificate and:

a. a Home Economics diploma granted by a recognized college or School of Technology after two years of successful study, or
b. a provincial Home Economics teacher's certificate, or
c. a provincial teacher's certificate with additional training in Home Economics equivalent to at least one year of successful study, or
d. training in home economics equivalent to two years of successful study, with continued part-time study towards the completion of a degree in home economics or home economics education.

STUDENT MEMBERS

Student membership shall be granted to a person enrolled in a **full-time** undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the ACHES convention.

RESERVE MEMBERS

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:

a. graduate students enrolled in full-time post graduate study in home economics or a related field for a minimum of six months of the membership year, April 1 to March 31
b. home economist employed on an average of less than 10 hours per week
c. retired

HONORARY MEMBERS

Honorary membership is awarded from time to time to distinguished individuals who have made note worthy contributions to some aspect of the profession of Home Economics who *are not* employed as home economists.

An Honor Award is granted by unanimous vote of the Board of Directors to honor a member for outstanding leadership and service to the Association and/or the profession of Home Economics over a period of years.

Membership is effective for twelve months beginning March 31, June 30, September 30, or December 31.

FEES —	1982	1983
Active and Associate members (annual) ...	65.00	75.00
Life Membership	975.00	1125.00
Student members (annual)	20.00	22.50
Reserve members (annual)	35.00	40.00

Membership includes subscription to the Canadian Home Economics Journal published Spring, Summer, Fall, Winter.

Home Economics graduates from Canadian universities for the year of graduation with their qualifying degree may become members of the Association at a fee which is one-half the current active/associate membership fee.

CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE
805-151 rue Slater Street, Ottawa, Ontario K1P 5H3 (613) 238-8817/238-8819

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☐ Association d'Economie Familiale locale

Have you ever been a member of CHEA/Avez-vous déjà été membre de l'ACEF? ☐ Yes ☐ No

University, College or School Attended Université, collège ou école	Major Specialisation	Degree or Diploma Rec'd Degré ou diplôme	Date

Complete both sides and return to:
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Ottawa, Ontario
K1P 5H3

Complétex les deux faces et retournez à:
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If you are interested in **reviewing a book** please contact the BOOK REVIEW EDITOR stating your area of interest. A complimentary book which may be kept will be sent to you for review

Deadline for submission of articles or items for the **Winter 1984** issue of the CHEJ is **October 15, 1983** and for the **Spring 1983** issue is **January 15, 1984.** Submissions should be sent to Dr. Margaret Morton H518 Duff Roblin Building University of Manitoba Winnipeg, Manitoba R3T 2N2

Index of Advertisers

CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE

805-151 rue Slater Street, Ottawa, Ontario K1P 5H3 (613) 238-8817/238-8819

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- ☐ Housing/Habitation
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☐ If you wish to become active in CHEA, check here/Si vous désvez participer activement à l'ACEF, cochez:

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Ce qui vous intéresse ______________________

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Nominations for CHEA Board of Directors

Nominations are Invited for the following positions

Term of office to be two years — 1984-1986

EXECUTIVE:

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(reside anywhere in Canada)
Secretary (reside in Ottawa area)
Vice-president Regional Directors
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(reside anywhere in Canada)

REGIONAL DIRECTORS:

Alberta Director (one)
British Columbia Director (one)
Ontario Directors (two)
Quebec Director (one)

Members will be advised of the proposed slate by **February 15, 1984**. Further nominations will then be accepted until March 31, 1984, **after which time the mail ballot will be conducted to enable all members to vote.**

Please submit nominations by February 1, 1984 to:
Linda M. McKay
Chairman Nominating Committee
Department of Home Economics
University of Windsor
Windsor, Ontario N9B 3P4

All nominations must be accompanied by:

- CHEA membership number
- signature of five CHEA members
- written consent of nominee
- brief biographical sketch of nominee

CANADIAN
HOME ECONOMICS
JOURNAL

Rate Card No. 14
Issued July, 1983
Effective January, 1984

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Winter January 1 **Spring** April 1 **Summer** June 15 **Fall** October 1

Editor: Margaret I. Morton, H518 Duff Roblin Building, University of Manitoba, Winnipeg, Manitoba R3T 2N2

Business Manager: Karen Crisp,
CHEA National Office, 805 - 151 Slater Street, Ottawa, Ont. K1P 5H3, Ph: (613) 238-8817

Advertising Manager: Tom Hanson,
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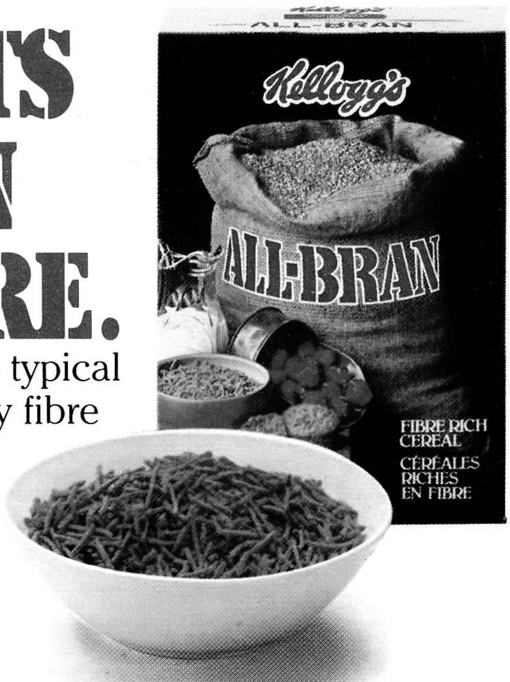

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